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ABSTRACT

Intended as a practical planning and instructional tool, this teacher resource manual was developed to assist Alberta (Canada) classroom teachers to implement the high school Integrated Occupational English Language Arts Program. The manual contains: (1) additional information about the goals and objectives of the curriculum; (2) thematic contexts for the delivery of prescribed concepts, attitudes, and skills; (3) suggestions for planning and implementing the curriculum, such as instructional strategies, sequenced activities, correlations of learning resources to activities, and resource suggestions; (4) activities and background information designed to develop further facility in using the strands of language and process skills; (5) suggestions for relating language arts instruction to essential life skills and other subject areas; and (6) suggestions for using community resources throughout the language arts program. A list of addresses of regional offices of education in Alberta, and a 20-item bibliography are attached. (RS)

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INTEGRATED OCCUPATIONAL PROGRAM

Teacher Resource Manual

ENGLISH 26

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EDUCATION

CS

English 26

Teacher Resource Manual

Grade 11

INTERIM – 1991

NOTE: This publication is a support document. The advice and direction offered is suggested only. Consult the *English 26 Program of Studies/Curriculum Guide* to identify the prescriptive contents of the English 26 program.

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INTRODUCTION

OVERVIEW

This *English 26 Teacher Resource Manual* has been developed to assist classroom teachers to implement the high school Integrated Occupational English Language Arts Program. It contains:

- additional information about the goals and objectives of the curriculum
- thematic contexts for the delivery of prescribed concepts, attitudes and skills
- suggestions for planning and implementing the program, such as:
  - instructional strategies
  - sequenced activities
  - correlations of learning resources to activities
  - resource suggestions
- activities and background information designed to develop further facility in using the strands of language and process skills
- suggestions for relating language arts instruction to essential life skills and other subject areas
- suggestions for using community resources throughout the language arts program.

Teachers are encouraged to use this manual as a practical planning and instructional tool to support the *English 26 Program of Studies/Curriculum Guide*. The activities and teaching strategies outlined in this document are not inclusive; rather, they are presented to provide ideas and guidelines to promote development of the learning objectives. The suggestions may be used as presented, modified or supplemented with locally developed materials. **Teachers are encouraged to determine the abilities and needs of students and plan for instruction accordingly.**

The Table of Contents outlines the materials available within the tabbed sections. A binder format was chosen to enable teachers to add instructional strategies, samples of student work and ideas for activities throughout the year. During cooperative planning sessions, pages or sections may easily be removed and shared with other Integrated Occupational Program teachers.

COOPERATIVE PLANNING AND CONFERENCING AMONG TEACHERS is central to understanding the contexts in which concepts, skills and attitudes are taught across the curriculum, planning the strategies and activities for reinforcement, and ensuring consistency of expectations and learning outcomes. Teachers are encouraged to plan for instruction that will reinforce learning objectives, contents of the thematic units, thinking skills, inquiry strategies, etc., in keeping with student abilities, needs and interests.

Teachers are encouraged to integrate language strands and address concepts, skills and attitudes within meaningful contexts.

The prescribed components of the English 26 program are presented in three formats, as illustrated in the diagram below. Teachers may organize for instruction, using one or a combination of the following instructional materials:

- *English 26 Program of Studies/Curriculum Guide*, SCOPE AND SEQUENCE CHARTS (pp. 35 to 46) where concepts and skills are organized into the language strands
- *English 26 Program of Studies/Curriculum Guide*, PROGRAM OF STUDIES/PRESENTATION OF CONTENT (pp. 47-78) where concepts, skills and attitudes relating to the language strands are integrated within four life skills areas
- This *English 26 Teacher Resource Manual* where the prescribed concepts, skills and attitudes relating to the language strands are integrated within four thematic units.

Scope and Sequence Chart: contains the prescribed components of the program

Program of Studies/Presentation of Content	**Teacher Resource Manual** (available through LRDC)
The language strands and related concepts, skills and attitudes are integrated and clustered into four contexts:	The language strands and related concepts, skills and attitudes are integrated and clustered into four themes:
A: Exploring Self and Others Through Literature and Media	Theme A: Conflicts and Choices
B: Communicating with Others	Theme B: On My Mind
C: Exploring and Assessing Print and Non-print Media	Theme C: Marvellous Media
D: Communicating in the Workplace	Theme D: World of Work – Keeping the Job

The themes presented in this teacher resource manual supplement and support the four sections in the Presentation of Content section of the *English 26 Program of Studies/Curriculum Guide*. To illustrate, Theme A "Conflicts and Choices" addresses the strands and related concepts, skills and attitudes that are contained in "Exploring Self and Others Through Literature and Media"; Theme B supports and supplements "Communicating with Others"; Theme C extends "Exploring and Assessing Print and Non-print Media"; and Theme D contains the strands and related concepts, skills and attitudes to be developed in "Communicating in the Workplace". Teachers are encouraged to use both documents when planning for instruction.

ORGANIZATION OF THE TEACHER RESOURCE MANUAL

This manual has been organized to provide ready access to the themes, strands and process dimensions of the senior high Integrated Occupational English Language Arts Program.

THEMES

The tabs along the top of this manual indicate the location of the THEMES. Organizing instruction into themes facilitates the integration of concepts, language arts skills, attitudes, process skills and inquiry strategies, and focuses attention on a particular topic, issue or concern. Using the thematic approach to instruction provides opportunities for students to develop learning objectives within contexts and emphasizes that concepts, skills and attitudes are to be addressed simultaneously.

The Integrated Occupational English Language Arts Program emphasizes the developmental nature of language learning, and promotes a diagnostic approach through the identification, sequencing and application of prescribed skills within meaningful contexts.

STRANDS

The tabs along the right-hand side of the manual access the STRANDS of language arts: writing, reading, viewing, listening and speaking. The language arts strands and related concepts, skills and attitudes reflect the prescribed component of the English language arts program.

Teachers are encouraged to use the suggestions and background information contained within each strand to enhance student language development.

PROCESS

The ability to process information, using critical and creative thinking skills and process skills, such as predicting, locating, organizing, analyzing, synthesizing, evaluating and monitoring, is a life skill. One must use process skills when applying inquiry strategies to solve problems, make decisions and answer questions. The PROCESS section provides background information and additional suggestions to assist teachers when planning for instruction focusing on student ability to think and think about thinking.

USE OF THE TEACHER RESOURCE MANUAL

This teacher resource manual is comprised of two parts: THEMES and STRANDS/PROCESS. The themes are the initial starting points for teaching, and the suggested activities within these themes will direct teachers to the strands/process section. Teachers are encouraged to select and use the referenced items from the strands/process section in keeping with abilities, needs and interests of students.

Note that the generic section of the manual (i.e., Strands and Process) remains largely unchanged throughout the English 16-26-36 teacher resource manuals. **It is the application of the skills and activities in a particular context that determines the complexity or sophistication of cognitive demands.** The **themes** provide this context. Thus, teachers are directed throughout the English language arts program to draw upon the suggested strategies and activities and apply them to increasingly complex and mature contexts.

LEARNING RESOURCES

The basic student resource for English 26 is listed below and specific selections are referenced throughout the thematic units.

- Green, Joan M., Natalie Little, and Brenda Protheroe. *Your Voice and Mine 2.* Holt, Rinehart and Winston of Canada, Ltd., 1987.

The basic teacher resource is

- *English 26 Program of Studies/Curriculum Guide.*

These resources are available through the Learning Resources Distributing Centre (LRDC), 12360–142 Street, Edmonton, Alberta, T5L 4X9 (427-2767).

TECHNOLOGY AND MEDIA

To enhance course presentation, teachers are encouraged to make use of available media services, libraries and government agencies for films, videotapes, audiotapes, records, kits, picture sets and filmstrips. (Refer to the *English 26 Program of Studies/Curriculum Guide*.)

COMPUTER COURSEWARE

Consult the librarian for information regarding software within the school and to locate appropriate catalogues. A summary of courseware approved for regular secondary English programs, which may be useful in the English 26 classroom is provided in *Computer Courseware Evaluations,* Volume VIII (Curriculum Branch, Alberta Education, 1988).

Teachers are encouraged to continuously preview and select for classroom use word processing and other software in keeping with the abilities, needs and interests of students.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS audio and video library tapes copied. ACCESS also offers a service called "Night Owl Dubbing" which allows educators to videotape late night educational programs directly from their own television sets. ACCESS publishes both an *Audio-Visual Catalogue* and a comprehensive schedule of programming, which are available on request. For additional information, contact ACCESS NETWORK, Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL AND URBAN RESOURCE CENTRES

REGIONAL RESOURCE CENTRES

Zone 1

Zone One Regional Resource Centre
10020–101 Street
P.O. Box 6536
Peace River, Alberta
T8S 1S3
Telephone: (403) 624–3187

Zones 2/3

Central Alberta Media Services (CAMS)
2017 Brentwood Boulevard
Sherwood Park, Alberta
T8A 0X2
Telephone: (403) 464–5540
467–8896

Zone 4

Alberta Central Regional Education Services (ACRES)
County of Lacombe
Parkland Reg. Library Building
56 Avenue + 53 Street Corner
Box 3220
Lacombe, Alberta
T0C 1S0
Telephone: (403) 782–5730

Zone 5

South Central Alberta Resource Centre (SCARC)
County of Wheatland
Westmount School
Wheatland Trail
Box 90
Strathmore, Alberta
T0J 3H0
Telephone: (403) 934–5028

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Gov't Administration Building
909–Third Avenue North, Room #120
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: (403) 320–7807

URBAN RESOURCE CENTRES

Learning Resource Service
County of Strathcona
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
Telephone: (403) 464–8235

Red Deer Public School Board
4747–53 Street
Red Deer, Alberta
T4N 2E6
Telephone: (403) 343–1405

Instructional Materials
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, Alberta
T3E 6T1
Telephone: (403) 246–6663

Edmonton Public School Board
Centre for Education
Edmonton, Alberta
T5H 4G9
Telephone: (403) 429–8320

Medicine Hat School District
601 First Avenue SW
Medicine Hat, Alberta
T1A 4Y7
Telephone: (403) 526–1323

Curricular Resources
St. Anthony's Teacher Centre
10425–84 Avenue
Edmonton, Alberta
T6E 2H3
Telephone: (403) 439–7356

Education Media
Calgary Board of Education
3610 Ninth Street SE
Calgary, Alberta
T2G 3C5
Telephone: (403) 294–8540

Lakeland Public School District No. 5460
Postal Bag 1001
Bonnyville, Alberta
T9N 2J7
Telephone: (403) 826–3145
Fax: (403) 826–4600

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of print and non-print materials in the classroom in keeping with student abilities, needs and interests. Novels and other resources used in English 13-23-33 may be appropriate for some IOP students. (See *Buyers Guide*, Alberta Education, 1991, and *Novels, Nonfiction and Drama*, Alberta Education, 1983.)

The following resources have been identified as potentially useful for the Integrated Occupational English Language Arts Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction.

BOOKS

Alberta Education. *Native Library Resources for Elementary, Junior and Senior High Schools, Third Edition.* The Native Education Project, 1990.

Alberta Education. *Students' Interactions, Developmental Framework: Social Sphere.* Curriculum Branch, 1988.

Alberta Education. *Teaching Thinking, Enhancing Learning. A Resource Book for Schools ECS to Grade 12.* Curriculum Branch, 1990.

Booth, David W. *Words on Work: An Integrated Approach to Language and Work.* Globe/Modern Curriculum Press, 1982.

Davies, Richard and Glen Kirkland (Eds). *Connections 2: Imagining.* Gage Educational Publishing Company, 1990.

Goepfert, Paula S. ed. *The Communications Handbook.* Scarborough, Ontario: Nelson Canada, 1982.

Gough, Nigel, and Gael Tickner. *Language at Work.* Holt, Rinehart and Winston of Canada Ltd., 1987.

Kimbrell, Grady, and Ben S. Vineyard. *Entering the World of Work.* Bennett and McKnight, a division of Glencoe Publishing Co., 1983.

Mazer, Harry. *Snow Bound.* Delacourte Press, NY, 1973.

Mazer, Harry. *When First We Met.* Four Winds Press, NY, 1982.

Nilsson, Dr. Virginia. *Improve Your Skills Series.* Athabasca University, Box 10 000, Athabasca, Alberta. T0G 2R0. 1990.

Note: Various publishing companies develop and distribute novels, anthologies, short story collections and book series which may be suitable for students in the Integrated Occupational Program. Teachers are encouraged to review catalogues to identify appropriate materials for local use:

e.g.,
- *Gage Educational Publishing Company*
- *Globe Book Company*
- *Ballantine Books, Random House, Inc.*
- *Reidmore Books*
- *Scott, Foresman and Company*
- *Western Producer Prairie Books.*

PERIODICALS

Consumer Talk is a set of eight consumer information sheets presented in tabloid–newspaper format and intended for high school students. Class sets may be obtained free of charge from Alberta Consumer and Corporate Regional and District Affairs and from Box 1616, Edmonton, Alberta, T5J 2N9.

Proem Canada magazine is a biannual publication containing prose and poetry written by Canadian young people for a Grades 8 to 12 audience. *Proem Canada* may be ordered from Chris Magwood, P.O. Box 416, Peterborough, Ontario, K9J 6Z3.

Scholastic Voice magazine is for students in Grades 8-12, but it is written at the Grades 5-9 reading levels. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a variety of word games and other features designed to motivate students in English. *Scholastic Voice* is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, Canada, L4C 3G5.

Stars magazine is for students in high school and is written at the Grades 6-9 reading levels. Stars is published nine times a year and has copyright clearance. Available through Turman Publishing Company, 200 W. Mercer St., Seattle, Washington, 98119.

Teachers are encouraged to peruse current and related articles about language arts, at-risk students, thinking skills, integration, etc., presented in journals, such as

- *Booklist*
- *Canadian Library Journal*
- *Educational Leadership*
- *English Journal*
- *Journal of Reading*
- *Language Arts*
- *Library Journal*
- *Reading Today*
- *School Library Journal*
- *The Reading Teacher.*

KITS

Applied Communications. Agency for Instructional Technology (AIT), Bloomington, Indiana, 1988. *Applied Communication* is a series of 15 modules containing videotapes, instructors' guides and student work texts. *Applied Communications* is designed to enhance student communication skills at school, at home, at the workplace and in the community.

Human Resource Training. Electrolab Training Systems, P.O. Box 320, Belleville, Ontario, K8N 5A5 (613) 962-9577.

Novels-on-Tape. Brentwood Enterprises Ltd., No. 16, 21707 Dewdney Trunk Rd., Maple Ridge, B.C., V2X 3G8 (604) 463-7036.

Media and Society. NFB, 150 Kent Street, Suite 642, Ottawa, Ontario, K1A 0M9, 1989. A teacher resource handbook and two videocassettes with 20 titles grouped as follows: Advertising and Consumerism, Images of Women, Cultural Identity and Sovereignty, Power, Politics and Ideology.

On-the-Job Survival Skills. Pleasantville Media, Suite HW, P.O. Box 415, Pleasantville, NY 10570.

PROGRAM PLANNING

Language strands and the related concepts, skills and attitudes may be clustered and sequenced at the teacher's discretion, and in keeping with student abilities, needs and interests; however, the following suggestions are offered:

- Use the initial theme developed at each grade level in the *English 26 Teacher Resource Manual* to establish procedures and develop a positive, cooperative classroom environment. Provide opportunities for students to:
  - enhance understanding of self and others through exploratory reading, writing and talking
  - reflect on reading and writing interests
  - establish new short- and long-term personal goals.

- Conference with teachers in other subject areas to provide direction in sequencing course content, establishing expectations and strategies, determining emphasis, and clustering the language skills, process skills and inquiry strategies. **Cooperative planning** will help teachers enhance student development through the reinforcement of concepts, skills and attitudes in all subject areas.

Program planning should involve an emphasis on writing and reading as recursive processes. The English Language Arts program should include a wide array of activities from a variety of writing domains in keeping with the abilities, needs and interests of students, such as

- sensory/descriptive
- imaginative/narrative
- analytical/expository.

Teachers are encouraged to use a variety of print and non-print resources and suggestions are provided throughout this document and in the *English 26 Program of Studies/Curriculum Guide*. Specific resources are listed at the beginning of each thematic unit.

TIME ALLOCATION

English 16, 26 and 36 are each three-credit courses. Time for each course is to be allocated at the discretion of school or jurisdiction administration to reflect the needs of individual students.

Required concepts, skills and attitudes are designated 80% of the instructional time. The remaining 20% represents the elective component to be used for remediation or reinforcement, or to enrich and extend the program by providing opportunities to introduce new topics.

COMMUNITY PARTNERSHIPS

The Integrated Occupational English Language Arts Program must enable students to recognize the relevance of language, critical/creative thinking skills and problem-solving/decision-making strategies in daily living. Students will be expected to demonstrate an understanding that:

- concepts and skills in language have application in daily experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for an occupation or career requires that effective language skills be developed.

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Community partnerships (i.e., community-based learning experiences) will foster an appreciation of language for its usefulness and relevance. Direct community involvement will assist students to transfer specific language arts concepts and skills to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

To illustrate, Theme B at each grade level lends itself to integrated activities with social studies, science and the community, as students are asked to identify and react to events taking place in their environments. Guest speakers might include the local MLA and other political figures; the student council president; leaders of community groups who are lobbying on issues such as school closures, traffic congestion, speed limits or the environment; the school resource officer; or a member of the police force.

Additional suggestions for meaningful community partnerships in the English language arts program include:

- inviting an author to discuss the writing process; a guest speaker who could contribute to a particular theme being studied; or an actor to enhance students' understanding of language arts skills in drama
- organizing field trips to a local TV station and a newspaper office, focusing on relationships among language concepts, skills and attitudes, and the media
- inviting the personnel manager of a neighbourhood company to conduct mock job interviews
- providing opportunities for students to engage in meaningful communication such as regular visits to a senior citizens' home, a day-care centre and/or a hospital
- preparing questions and interviewing a worker at the job site during the World of Work thematic unit
- identifying businesses, agencies and organizations within the community that use computer technology, and conduct on-site observations
- using local, national and international newspapers to reinforce language concepts, skills and attitudes
- providing opportunities for students to express their opinions about local, national and international events by writing letters to government officials or newspapers, telephoning appropriate people and/or debating issues with classmates or others
- videotaping students at their community partnership sites in order to discuss formal/informal rules, the application of technology, specific tasks associated with the site, and employer/employee relationships.

CURRICULAR INTEGRATION

Emphasis has been placed on relating language to life skills and to other subjects in the curriculum. Students will relate course learning objectives to numerous past and present personal experiences. Linking course content to experiences, both within and beyond the classroom will enhance student motivation. Students' ability to transfer language arts concepts, skills and attitudes to unfamiliar situations will also be enhanced as a result of multiple exposures to their application.

Teachers are encouraged to select instructional strategies that provide for the development of thinking processes and skills within the context of their application to out-of-school experiences, the occupational program and other disciplines. Columns two and three of the four-column *English 26 Program of Studies/Curriculum Guide* provide suggestions for relating language concepts, skills and attitudes to other subjects in the curriculum and experiences beyond the school.

NATURE AND NEEDS OF THE LEARNER

The Integrated Occupational English Language Arts Program focuses on the nature and needs of the learner. When organizing for instruction, teachers are encouraged to identify students' strengths and weaknesses, link unfamiliar knowledge, skills and attitudes to familiar experiences and build upon students' strengths. Methodology and teaching strategies applied should enhance students' positive attitude and self-esteem, attend to individual learning styles, promote cognitive development and include meaningful contexts.

ATTITUDE AND SELF-ESTEEM

Attitude and self-esteem strongly influence learning. An appropriate program must foster in students positive self-concepts and attitudes toward learning. In order to enhance self-concept and attitude development, the course design and delivery should:
- provide meaningful and relevant experiences and content
- be appropriate to students' abilities
- provide for students' success.

LEARNING STYLES

Each student has a preferred learning style and, therefore, varies in the ways he or she receives, processes, recalls, applies and communicates information. Instructional planning and delivery must include careful assessment of individual developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery may be necessary to ensure that individual student needs are being met.

A variety of teaching strategies may be used to accommodate learning styles. To illustrate, instructions that are detailed or complex and depend heavily on short-term auditory memory might be presented in alternative forms. For example, pictures, diagrams or posted instructions will act as permanent external stimuli to help the student follow instructions accurately and successfully.

COGNITIVE DEVELOPMENT

Students are at various levels of concrete and formal operational thinking. Concrete operational thinking is one's ability to think logically about events and things in the context of immediate experiences. Formal operational thinking, in part, involves one's ability to generalize, infer and hypothesize. The following may assist teachers to enhance student development from concrete to formal (abstract) operational levels:
- identify what students currently know about a topic and begin instruction with what students know
- use concrete, physical objects or experiences
- apply a variety of questioning strategies designed to extend thinking to the formal operational level.

MEANINGFUL CONTEXTS

Language is learned and developed through purposeful use and in meaningful contexts. Writing, reading, viewing, listening and speaking activities are integrated with skills and attitudes identified for competent functioning at home, at school, in the workplace and in the community. Many forms of personal activities, literature, media and technology provide the basis for meaningful experiences. Since students may experience difficulty when transferring specific skills to more general contexts, an integrated teaching approach is emphasized and discrete skill instruction is de-emphasized. Thematic instruction is used to advance the goals and objectives of the Integrated Occupational English Language Arts Program within meaningful contexts.

LITERACY AND THE INTEGRATED OCCUPATIONAL ENGLISH LANGUAGE ARTS PROGRAM

The Integrated Occupational Program is designed to prepare students for competent functioning in various roles at home, at school, in the workplace and in the community. A large component of the required competencies will relate to basic literacy skills.

Functional literacy and acceptable literacy levels have been defined in a variety of ways. Literacy has been related to years of schooling, reading achievement levels completed, age equivalents and the ability to apply skills to tasks. To further complicate the issue of defining literacy, several specialized classifications of literacy have evolved along with their specific definitions, such as occupational literacy, survival literacy and media literacy.

The Integrated Occupational English Language Arts Program encourages teachers to identify the student's current ability level and promote growth using individual needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning activities and strategies.

Language-related tasks will often change as students mature into adulthood. For example, adults who return to the classroom often do so to upgrade their literacy skills for very specific occupational applications. Therefore, the most successful learning for these adults will occur within the context of the world of work.

In summary, literacy encompasses numerous skills at a wide range of functioning levels. The English language arts program recognizes the variations in real life reading and uses students' present skills, needs, and interests to link the required concepts, skills and attitudes with the contexts in which they will be used.

TEACHING THE STRANDS OF LANGUAGE

When preparing for instruction, teachers are encouraged to review the sections: The Parts of the Program and the Whole Program (pp. 36-62) and Teaching the Strands (pp. 70-75) in the *Senior High School Language Arts Curriculum Guide*, Alberta Education, 1982. The following are to be considered when planning a program integrating the language strands:

- THE STRANDS ARE TO BE TAUGHT IN AN INTEGRATED FASHION, RATHER THAN IN ISOLATION. Strand interdependency can be recognized when instructors consider that speaking activities include listening and viewing, that speaking and listening form the basis for a reading vocabulary and that reading and speaking strengthen writing ability.

- LANGUAGE IS A PROCESS OF EXPLORING, IDENTIFYING, ANALYZING AND EXPRESSING MEANING. All language strands may be used at various stages when developing a final product, such as a descriptive paragraph, an oral presentation or a videotape production. Students may gather information by listening, reading and viewing; generate ideas and organize input through speaking and writing; revise and review by speaking, listening and writing; and share a final product using a combination of writing and speaking activities.

- LANGUAGE ACTIVITIES MUST BE AUTHENTIC AND PURPOSEFUL. To encourage the relevance of language, the evaluation focus of activities should shift from the teacher as examiner/assessor to the student as a self-appraiser. An audience makes a reading activity meaningful. The audience is a person or group of persons who attends to the communication efforts of another in order to understand the shared experience. Thus, listening to a student read a favourite poem, an interesting newspaper article, or announcements from the office is providing an audience. **Teachers are encouraged to avoid "round robin oral reading"**, as this strategy may result in an unnecessarily stressful experience for readers. Encourage students to rehearse a reading to be shared with the class, such as a joke, a paragraph from a book, or instructions on completing a project.

- READING AND WRITING MAY REQUIRE THE GREATEST EMPHASIS. Guided practice in writing a variety of forms is necessary to assist students to achieve success. Students will learn from the strategies used by the teacher, and teachers may motivate students by writing with the class and sharing in some of the assignments. Encourage students to recognize that writing is a recursive, ongoing activity and that the quality of a final draft is important.

  Students need to realize that reading can be a pleasurable and rewarding experience. It would be appropriate to devote the equivalent of one period a week to a reading activity that promotes the fact that "reading is fun". Develop a reading corner where a wide variety of material is readily available such as pocketbooks, magazines and comic books. The accessibility of materials at appropriate reading levels is crucial in promoting the reading habit. A book swap arrangement may be workable — students may take a paperback if they contribute one they would recommend to others. Have the librarian visit on a regular basis to discuss and display new and appropriate materials available in the library. Teachers are encouraged to familiarize themselves with the books students read and to become sensitive to individual student's interests. Schedule time to conference individually with students, leading them to further reading and encouraging a balance in reading choice. Through careful planning and supporting, teachers may often entice students to read independently and on a regular basis.

- SELF-ASSESSMENT IS TO BE ADDRESSED THROUGHOUT THE STUDY OF THE LANGUAGE STRANDS. Students will be encouraged to monitor and adjust their use of the language strands in all social situations. Due to perception inconsistencies and lack of self-confidence, students may struggle in social situations, perhaps leading to broken friendships, family problems and disciplinary action taken against them at school and at work. Efforts must be made to integrate instruction in self-assessment strategies throughout the English program. Teachers may wish to experiment with the following:
  - videotape role playing activities to provide opportunities for students to observe personal behaviour
  - teach a focused sub-unit on body language, such as body postures, body gestures and facial expressions
  - instruct students to recognize and react appropriately to non-verbal communication and nuances in voice tone. For example, discuss with students the changes in each of these sentences as a result of emphasizing one word more than the others:

    "What are you doing?"
    "What are you doing?"
    "What are you doing?"
    "What are you doing?"
  - encourage students to become aware of feelings that indicate that communication is degenerating and recuperative strategies are needed, such as asking questions to clarify
  - encourage students to make frequent perception checks such as paraphrasing, during their conversations.

The thematic units developed in this *English 26 Teacher Resource Manual* provide additional suggestions for teaching the language strands.

PROCESSING INFORMATION IN THE ENGLISH LANGUAGE ARTS PROGRAM

The Integrated Occupational English Language Arts Program places special emphasis on promoting individual awareness and knowledge about the techniques that enhance effective communication. The majority of people learn appropriate strategies through everyday experiences. Due to perceptual, rather than academic factors, some students may lack this tacit knowledge. Expanding awareness of thinking processes, while addressing the five language strands, will prove beneficial to the social and academic development of Integrated Occupational Program students.

Emphasis is placed on processing information using critical and creative thinking skills, such as predicting, analyzing, evaluating and synthesizing. The intent is to enable students to become increasingly aware of personal thinking processes, and to apply a variety of thinking processes to solve problems and make decisions. Educational research suggests that modelling behaviour and providing practice will enhance students' development of appropriate strategies. Encouraging students to develop personal problem-solving/decision-making strategies may prove to be beneficial since individuals often remember and apply self-developed strategies more frequently than those offered by others.

The development of process skills will assist students to internalize information and knowledge for long-term application, rather than acquire knowledge for superficial, short-term use. Students should be taught to recognize the varying goals of learning in order to evaluate when it is appropriate to use short-term memory strategies (e.g., to remember a telephone number until one can write it down) or "deep processing" strategies (e.g., when applying a skill in a variety of situations). Teachers are encouraged to directly and/or indirectly teach strategies to expand students' ability to process information and to integrate both performance and process objectives in their instructional planning.

Various activities designed to enhance the development of process skills are suggested in this document and in the *English 26 Program of Studies/Curriculum Guide*.

The following teaching strategies may be used to enhance development of process skills:

- **Promote a variety of and encourage reciprocal questioning behaviours:** To promote higher level thinking/increasingly difficult information processing, teachers and students must use questions that require one to apply, analyze, synthesize and evaluate information. Predicting, comparing, inferencing and appraising real life situations develop higher level thinking skills. McNeil (1986)[1] found that comprehension processes were much more common when teachers asked: "What did you read that is so important that you want to remember it always?" rather than, "What did you read that you should remember for a test?"

- **Model strategies:** Teachers may model strategies for students by "thinking aloud" when applying a thinking strategy. Explicit teacher explanations are associated with higher awareness of lesson content and achievement. For example, when instructing students to look for context clues, an effective teacher may ask students to look for clues in the context, to remember that the context means all the words before and after the new word and to recognize that they may be words in a different sentence close to the new word. (See Instructional Mediation.)

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[1] McNeil, John. *Impact of Social Studies Tests and Textbooks on Mature Reading Comprehension*. Unpublished manuscript, University of California, Los Angeles, California, 1986.

The teacher may continue to talk about using the strategy, emphasizing the use of a mental process by suggesting that students put the clues together with what they already know about that word, and decide on the meaning.

- **Apply strategies to common situations:** Learning becomes increasingly successful when applications can be made in all environments. For example, teachers may relate skimming and scanning to reading want ads, sales flyers and bus schedules.

Teachers are encouraged to provide opportunities for students to practise modelled strategies in class to ensure the use and transferability of these strategies. This teaching method will:

- promote attitudes and behaviours that enhance the use of thinking skills, such as:
  - being sensitive to the feelings and concerns of others
  - seeking to become more informed
  - striving for precision and clarity when writing and speaking.

- enhance student ability to apply problem-solving and decision-making strategies to a variety of situations by asking themselves questions related to identifying the problem, planning strategies, evaluating the plan and assessing personal performance.

- encourage students to recognize that they can regulate and monitor their learning behaviours, and thus control the outcomes. Achievement in class can be improved if students believe they can influence their performance by their personal efforts. Strategies for self-management are provided in the *English 26 Teacher Resource Manual.*

- assist students to be conscious of their thought processes by providing opportunities to discuss behaviours and thinking processes with teachers and peers. Students may solve a problem in pairs and verbalize the thought processes involved while solving the problem.

INSTRUCTIONAL MEDIATION

Recent educational research has focused, in part, on instructional mediation and "teacher talk" in the classroom, in particular, during the development of process skills and inquiry strategies. Instructional mediation is an interactive process wherein teachers outline their interpretation of tasks and thinking processes to students and students construct their own interpretations of the tasks/processes being learned. This communication exchange stimulates the development of thinking skills by allowing teachers and students to contribute to a meaningful learning situation. Lectures, or one-sided explanations, rely on students to be self-mediating and to supply meaning without the advantage of communication interaction.

Teachers using instructional mediation model behaviour that will assist students to select and make more efficient use of critical and creative thinking skills. Emphasis on a strategic view of tasks will encourage students to become increasingly independent in the processes and behaviours they use to solve problems and make decisions.

Mediation will enhance students' feelings of competency. Students need to see themselves as being successful. Students who feel competent, and who recognize their efforts as being effective in learning, are more likely to be persistent in attempting new tasks that are difficult. Students who feel incompetent and unsuccessful often require constant praise from external sources. Students who do not recognize that their efforts are effective in the learning process have limited performance goals and are hesitant to engage in any task at which they cannot quickly become successful. Teachers can encourage students to extend their learning goals by focusing mediation on the roles of continuous effort and strategy selection in achieving success.

To apply instructional mediation in order to create a classroom environment that will stimulate student use of thinking skills, the teacher should:

- assist students to identify, analyze and evaluate materials and personal performance
- assist students to pause, revise, edit and clarify at appropriate times
- model and encourage students to use vocalization of thought processes
- encourage persistence
- promote student use of appropriate questioning techniques.

Coaching is an appropriate strategy to use when assisting students to develop appropriate behaviour/process strategies and awareness of individual communication problems. A program where students acquire the abilities to ask questions, monitor and regulate involvement in social enterprises and maintain conversations may be much more beneficial to students than a program emphasizing rules and a series of isolated skills. The classroom must provide a supporting, caring and trusting environment where taking risks to overcome learning difficulties is encouraged and accepted.

EXPERIENTIAL APPROACHES TO ENGLISH LANGUAGE ARTS

Students' learning styles and diverse developmental levels suggest a multidimensional approach to learning, involving situations that may be experienced or simulated by students. Activities should be chosen on the basis of their familiarity and relevance to the student and student input. Understanding of abstract concepts can be best developed through a variety of tactile experiences involving language arts skills. An experiential approach of this nature suggests that instruction in language arts include:

- active student involvement
- activities that encourage concrete and formal operational thought and the transition between them
- activities that address individual developmental levels
- activities that promote an awareness and use of questioning strategies that enhance thinking.

Experiential approaches to learning are valuable because:

- learners are provided with the opportunity to observe, react to and evaluate common, practical situations
- experiences furnish clues that will assist students to clarify meaning and provide foundations for concept formation
- learners will establish connections between social situations and language use.

As students become active in multidimensional experiences, they will examine thought and language within a specific context. By constructing models, making meals, assuming roles, making pottery and watching films, students attach significance to the language they hear and use. Students will encounter language that is suitable for the participants, the setting, the topic and the task.

Teachers are encouraged to begin instruction with concrete experiences. Experiences provide a foundation for learners upon which to build communication concepts, skills and attitudes, and progress from concrete to abstract thinking processes and language use. Actual experiences shared by students and teachers can become the springboards for further learning. A performance by a theatre company may become a catalyst for discussing, writing and researching; a student's painting may become the stimulus for writing, which can then become reading material for other students.

The following table lists several multidimensional experiences suitable for giving language learning concrete context. Sensing, viewing, visiting, sharing, performing, dramatizing, making, crafting, growing, raising, creating and experimenting share similar features, therefore strict distinctions between these types of experiences are not essential for a language in context approach. The inclusion of activities from each of these types of experiences will assist in providing an experiential language arts program.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES[1]

SENSING	VISITING	PERFORMING	MAKING	GROWING
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pottery T-shirts bookends models	plants, animals cultures chemical formations
VIEWING	**SHARING**	**DRAMATIZING**	**CRAFTING**	**CREATING**
films television programs pictures sculptures animal behaviours	games artifacts discussions interviews demonstrations art	real life roles mimes masks plays scenes monologues	clay wood paper cardboard cloth straws	designs posters poems games computer programs

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1. For permission to adapt and print copyrighted material, grateful acknowledgement is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from, *English as a Second Language K-12, Resource Book, Integrating Language and Content Instruction*, Volume 1, 1987, pp. 14, 15.

PLANNING AN INTEGRATED THEMATIC UNIT OF INSTRUCTION

Teachers are encouraged to consider a variety of factors when expanding upon an existing theme or developing a new thematic unit. The guidelines that follow provide structure and direction for developing thematic units of instruction.

1. Identify a possible theme, based on:
   - curriculum objectives, integration with other subjects, community needs
   - students' abilities/needs/interests
   - availability of suitable learning resources.

2. Determine purpose for the theme and include appropriate:
   - thematic objectives
   - concepts, skills and attitudes
   - integration across the curriculum
   - process/inquiry objectives.

3. Consider and selec[illegible]uitable resources:
   - books, pamphlets, monographs, films, videos
   - computer software and other technology
   - resources from other subject areas
   - community contacts
   - newspaper and magazine articles.

4. Design activities/strategies suited to the purpose and available resources:
   - separate activities into lessons with general and specific objectives
   - sequence the lessons.

5. Develop ongoing strategies to build community partnerships into the thematic unit, such as:
   - field trips and tours
   - guest speakers
   - demonstrations
   - news/media analysis.

6. Plan for evaluation:
   - student's self-evaluations
   - teacher's ongoing and summative evaluations
   - peer and parent assessments.

7. Share the unit:
   - celebrate achievements
   - provide thematic units to other teachers
   - expand, update and revise units as they are used
   - develop strategies to evaluate the updated and revised activities with a variety of student groups.

ELEMENTS OF A DAILY LESSON PLAN

1. Topic/Objective
2. Purpose or Main Idea
3. Lesson Objectives
    a. Concepts
    b. Skills
    c. Attitudes
4. Learning Resources
5. Methodology
    a. Opening Activities
    b. Developmental Activities
    c. Closing Activities
6. Assignment
7. Time
8. Evaluation

A daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment and evaluation have several purposes, such as to give students opportunities to apply the concepts, skills and attitudes, to allow the teacher to give individual help and to provide opportunities for the teacher and student to assess what has been learned.

Inform students of the purpose of every lesson by writing the purpose or objectives on the chalkboard.

The amount of information in a daily lesson plan and time frame will vary according to the activities planned.

EXAMPLE: **DAILY LESSON PLAN**

Topic:/Objective
Purpose/Main Idea: **Date:**

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (Minutes)
Concept:		Opener:	5-10 minutes
Skills:		Development:	20-50 minutes
Attitudes:		Closure:	5-10 minutes

Evaluation: 5 min. + (Evaluation time will vary according to assessment method used.)

EVALUATION

Evaluation should be viewed as an ongoing part of the teaching and learning process, providing continuous feedback to students, teachers and parents/guardians. Major functions served by the process of evaluation include:

- **feedback to students** about their individual success in the learning process. Students may experience difficulty in monitoring and regulating their learning behaviours, and require a great deal of external feedback as to their progress. Feedback and encouragement must be provided on a regular basis.
- **information to teachers** concerning the appropriateness of learning goals and objectives, and the effectiveness of learning strategies and materials that have been used. Such information enables the teacher to modify the program as required for individual students with respect to pacing, learning resources, teaching methods or objectives.
- **information to parents/guardians** regarding the student's progress. Where possible, reports to parents/guardians should be interpreted through interviews so that the implications of the evaluation are understood. While useful in communicating students' progress to parents/guardians, the interview is also valuable in identifying individual needs that may be met through program planning and delivery.

> Evaluation should serve diagnostic purposes in identifying students' strengths and weaknesses, as well as summative needs in measuring overall growth.* Because evaluation is an integral part of all aspects of the instructional process, information used in the evaluation of a student should be gathered from a variety of sources, using a variety of methods.

For additional information, teachers are encouraged to review Evaluating Senior High Language Arts (pp. 77-101) in the *Senior High School Language Arts Curriculum Guide* (Alberta Education, 1982) and the *English 26 Program of Studies/Curriculum Guide.*

STRATEGIES FOR EFFECTIVE EVALUATION

Evaluation is a fact of daily life and a necessary part of monitoring programs and students' progress. Efforts must be made to provide variation in the procedures used so as to draw upon students' strengths and provide for their success in the evaluation process. Some students will go to extreme measures to avoid being "tested" again and students may: miss school on examination days; feign an uncaring attitude; or fail to give their best effort so that the anticipated failure can be dismissed with the excuse that they really did not try anyway.

The strategies provided here are intended to serve as guidelines to the teacher in developing a system of evaluation that will enhance both students' learning and the quality of the English Language Arts program.

- Evaluate students on an ongoing basis, using a variety of methods, such as the following:
  - provide taped versions of quizzes and tests for weaker readers and allow them to explain the answer on tape or to a scribe
  - schedule opportunities for students to give demonstrations, which will provide the external structure and/or motivation to cope with the demands of print
  - encourage students to formulate their own questions for an examination, which will provide teachers with valuable insight into the information that students think is important. Students will also practise asking and answering questions.

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* A variety of diagnostic instruments are available through the Alberta Education Learning Resources Distributing Centre (LRDC).

- use open-book examinations to enhance note-taking, organizing, locating and skimming abilities
- provide a variety of open-ended items to encourage critical and creative thinking.

- Emphasize the synthesis of a variety of knowledge and process objectives, rather than isolated skills. Provide students with a variety of informal situations where they can demonstrate their understanding and application of concepts, skills and attitudes.

- Provide encouragement by asking questions and making statements that will prompt students to evaluate their products and use of thinking skills. These techniques will encourage students to be less dependent on external rewards and more responsible for their own learning. Some examples might include:

  "You did a good job of __(be specific)__."
  "What steps did you find most difficult?"
  "How could you improve your work in this question?"

- Provide adequate time for students to complete their work. Students often do not do their best under time pressure.

- Consider the following when evaluating students' performances:
  - use students' strengths to ensure success in the evaluation process
  - help students realize that ongoing self-evaluation, as well as external evaluation, is a positive developmental process
  - help students understand that making mistakes and developing the ability to identify and correct errors are part of the growth process and that mistakes need not be embarrassments.

Teachers are encouraged to evaluate student progress relative to prescribed concepts, skills and attitudes throughout the year, using a variety of instruments and techniques. The following briefly describes evaluation methods. **The list is not inclusive; rather, it may serve to guide the evaluation process.**

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of student progress. As a detailed record of specific observations, anecdotal records provide useful data for analysis and interpretation.
CHECKLISTS	Checklists serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation and to enhance student organizational skills.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test, to discover students' perceptions about progress, etc.
MEDIA	Teachers may tape-record tests to evaluate students' listening skills and knowledge. Students may use tape-recordings to respond in a testing situation. Students' performances may be videotaped for evaluation purposes.

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
OBSERVATIONS	Observing students' behaviours in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student (or a select number of students) undertaking an activity over a given time. Observation can include students' responses to questions, use of time and materials, and participation in discussions and group activities.
SAMPLES OF STUDENT WORK	Samples of students' work are collected and qualitative differences over time are assessed, using written work, reports, maps, tests, etc.
SELF- AND PEER EVALUATIONS	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation, such as a conference with the teacher.
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key-list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: The Likert Scale – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove, and strongly disapprove. A summed score may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 (very unfavourable). Rank Order – a group of three or more items is presented, which the student arranges in order of preference. This type of item is a cross between matching and key-list questions.

EXAMPLES OF INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
TESTS	Objective tests – matching, fill-in-the-blank, true/false, multiple choice, key-list questions. Free response tests – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

The generic skills section of this *English 26 Teacher Resource Manual* contains additional information that may be of assistance when evaluating student performance; e.g., student yearly record forms, peer response sheets and self-evaluation checklists.

30.

CLASSROOM ENVIRONMENTS: EMOTIONAL AND PHYSICAL SAFETY

In keeping with the wide range of physical, social and emotional development among adolescents, English language arts activities must be carefully planned with physical and emotional safety in mind. Teachers may be held liable for negligence of safety policy, regulations and practices.

EMOTIONAL SAFETY

To ensure the emotional safety of students, teachers must:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward emotional safety, b) respect for individual differences, and c) concern for physical and emotional safety of self and others
- be prepared to consult with appropriate persons when students make sensitive disclosures (guidance counsellor, parent, administrator, social services)
- be prepared to debrief students following activities leading to emotional disclosures and/or stress.

SENSITIVE ACTIVITIES

> **"A Child may be . . . emotionally injured if he or she is exposed to improper criticism, threats, humiliation, accusations, or expectations."** (*Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for educators, parents, and students . . . available from Alberta Education.*)

Teachers must carefully assess planned activities with student emotional safety in mind and should never force students to participate in activities that are genuinely, emotionally threatening to them. Teacher sensitivity must be particularly acute early in the year when students may be more unsure of themselves, their teacher and peers.

DISCLOSURES

Students may disclose elements of their personal lives that appear to put them and the teacher in jeopardy. This information might be revealed in the form of journal/logbook entries, behavioural preoccupations, or personal confidences.

LEGAL OBLIGATIONS

Teachers must understand legal obligations in order to respond appropriately to these situations.

"The Code of Professional Conduct" states that:

> **"The teacher treats pupils with dignity and respect and is considerate of their circumstances."**
>
> **"The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is in the best interest of the pupil."** (*The Alberta Teachers' Association Members' Handbook.*)

The Provincial *Child Welfare Act* states that anyone:

> **". . . who has reasonable and probable grounds to believe that a child is in need of protective services shall forthwith report the matter to a director . . ."** of Alberta Social Services. (*Information on The Child Welfare Act – Alberta Education.*)

Also, anyone who does not report the matter to a director of social services:

> **". . . is guilty of an offence and liable to a fine of not more than $2,000.00 and in default of payment, to imprisonment for a term of not more than 6 months."**
>
> **"Also, the Act provides that any director of Alberta Social Services, who has grounds to believe that a professional – such as a teacher – did not report a child in need of protective services, is obliged to advise the proper governing body of the occupation or profession."** (*Information on The Child Welfare Act.*)

Local districts will have additional policies and protocol regarding the reporting of sensitive matters.

PHYSICAL SAFETY

To ensure the physical safety of students, teachers must:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward physical safety, b) respect for the physical environment, and c) concern for the physical and emotional safety of self and others
- prominently post local emergency telephone numbers adjacent to the telephone
- ensure that students are supervised at all times
- become familiar with the health, safety and fire regulations of the district and province and continually practise and reinforce them
- become cognizant of and comply with school and district policies regarding accident reporting
- instruct all students how to avoid hazards involved in each activity at the outset and reinforce continually
- think ahead – plan carefully in order to ensure that activities are appropriate to the available space and class size
- regularly check all equipment in use.

Physical safety is not just a series of precautions to take at the first of the year, or a series of rules to post in the work area. Safety is a state of mind, something that is learned and never forgotten. Those people who are careful and always "think safe" will rarely injure themselves while they work. Good safety habits need to be learned early, reinforced often and remembered always.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become more competent in their use of language. Language learning is a developmental process during which skills and related concepts and attitudes are refined and expanded over time in various contexts.

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize students' strengths and needs. Successful sequencing involves matching learning tasks in context to the individual student's needs, interests, learning styles and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting language growth.

Learning in context also provides opportunities for students to connect English Language Arts concepts, skills and attitudes to common, every-day experiences. Students will become aware of the relationships between what is learned in school and how that knowledge may be applied in a variety of situations.

The scope and sequence chart provides an overview of the concepts, skills and attitudes to be addressed at each grade level. Teachers are encouraged to cluster and sequence the concepts, skills and attitudes in keeping with the abilities and needs of students. Language skills and related concepts and attitudes are interdependent.

It is intended that skills and related concepts and attitudes be applied to progressively difficult and/or age-appropriate situations as students advance through senior high school. Except in rare circumstances, discrete skill instruction is not advocated. Skills, concepts and attitudes may be taught in context using the *English 26 Program of Studies/Curriculum Guide*, the suggested themes outlined in this Teacher Resource Manual, or within locally developed themes (see p. 2).

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

The Scope and Sequence Charts include English 16, 26 and 36 to allow teachers to view the development of language throughout the program. Concepts, skills and attitudes are to be addressed at each grade level at increasingly high developmental levels and within contexts appropriate to the age of students.

SCOPE AND SEQUENCE

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">WRITING</td></tr>
<tr><td colspan="3">CONCEPT – <i>Appropriate prewriting strategies can help a writer discover and express meaning.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing <i>B38*</i></td></tr>
<tr><td colspan="3">Uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing <i>B39</i></td></tr>
<tr><td colspan="3">Identifies purpose and audience and directs writing and speaking to that audience, and when reporting information through writing, speaking, demonstrating and presenting visually <i>B40</i></td></tr>
<tr><td colspan="3">Identifies a topic with some assistance from teacher suggestion and selects appropriate supporting material from ideas generated through prewriting activities <i>B41</i></td></tr>
<tr><td></td><td></td><td>Establishes an appropriately limited subject for writing and identifies suitable material from that which has been generated in prewriting activities</td></tr>
<tr><td>Recognizes the value of using personal experience for examples and illustrations in support of an idea</td><td>Recognizes situations where other sources of information are needed, and finds and incorporates this information into compositions <i>B42</i></td><td>Uses the appropriate prewriting activities in fulfilling individual intention</td></tr>
<tr><td colspan="3">Plans compositions, with teacher and peer assistance, and allows for discovery of meaning when writing <i>B43</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Appropriate organization and development of meaning are essential qualities of written compositions.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td>Writes an introduction that leads directly to the topic</td><td colspan="2">Writes an introduction that engages the interest and focuses the attention of the reader <i>B44</i></td></tr>
<tr><td colspan="2">Develops personal ideas by using methods appropriate to this topic, such as examples or reasons <i>B45</i></td><td>Uses methods of development suitable for a particular purpose and audience</td></tr>
<tr><td colspan="3">Demonstrates the ability to organize thoughts coherently <i>B46</i></td></tr>
<tr><td>Composes a suitable ending</td><td colspan="2">Writes a conclusion that follows the train of thought established <i>B47</i></td></tr>
</table>

* Letters and numbers following a skill statement relate to the section(s) of the *English 26 Program of Studies/Curriculum Guide* in which the skill and related concept and attitudes are addressed.

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">WRITING (contd.)</td></tr>
<tr><td colspan="3">CONCEPT – <i>Effective revision involves careful evaluation of ideas and a further shaping of the composition.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Reviews assignments and compositions carefully to assure that all instructions have been followed <i>B48</i></td></tr>
<tr><td colspan="3">Follows written, visual and verbal instructions precisely and in sequence, and carefully monitors and reviews performance to assure that all instructions have been followed <i>B49</i></td></tr>
<tr><td></td><td colspan="2">Identifies those ideas that have not been adequately developed and improves the expression of those thoughts <i>B50</i></td></tr>
<tr><td colspan="3">Revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience <i>B51</i></td></tr>
<tr><td colspan="3">Proofreads for errors in grammar, vocabulary usage, punctuation and spelling <i>B52</i></td></tr>
<tr><td></td><td>Examines composition for faulty mechanics, unity and coherence <i>B53</i></td><td></td></tr>
<tr><td></td><td></td><td>Examines composition for faulty mechanics, unity, coherence, emphasis and proportion</td></tr>
<tr><td>Produces a revised version, carefully proofread, with a suitable title</td><td colspan="2">Produces a revised version, carefully proofread, with a suitable title, footnotes and bibliography where appropriate B54</td></tr>
<tr><td colspan="3">Applies evaluation strategies when appraising performance of self and others when revising, writing and speaking <i>B55</i></td></tr>
<tr><td colspan="3">Recognizes the role of modern technology, such as computers and word processors, in the writing process <i>B56</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>A writer's ideas and experiences can be presented through various modes of discourse.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings, and to develop ideas for other types of writing <i>B57</i></td></tr>
<tr><td colspan="3">Shares thoughts or feelings with other people through shaped and polished writing <i>B58</i></td></tr>
<tr><td>Uses clear, functional prose when conveying information and giving instructions</td><td colspan="2">Uses clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view <i>B59</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Writes social letters in language appropriate to the purpose and audience <i>B60</i></td></tr>
<tr><td></td><td colspan="2">Writes clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone <i>B61</i></td></tr>
<tr><td>Completes a variety of forms</td><td>Produces a complete and useful résumé <i>B62, D17</i></td><td>Prepares a résumé and covering letter for a specific application</td></tr>
<tr><td>Writes a concise, factual short report in response to a specific assignment or on a subject of special interest</td><td>Writes a clear, well-organized report on a topic that requires some investigation <i>B63</i></td><td>Writes for a specific purpose and audience, an acceptable report, which includes appropriate material located through research</td></tr>
</table>

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">READING</td></tr>
<tr><td colspan="3">CONCEPT – <i>Reading, viewing and listening are processes that demand active involvement of the individual.</i></td></tr>
<tr><td colspan="3">SKILLS
Responds with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material listened to, read and viewed <i>A1</i>
Understands that the study of literature and print/non-print media involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation <i>A2, C4</i>
Expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking <i>A3, C5</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>The study of literature can fulfil a variety of goals for the individual.</i></td></tr>
<tr><td colspan="3">SKILLS
Understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others <i>A4</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination.</i></td></tr>
<tr><td colspan="3">SKILLS
Reads literature for enjoyment, stimulation of imagination, and understanding of its content and emotional appeal <i>A5</i></td></tr>
<tr><td></td><td></td><td>Reads literature for enjoyment, understanding and appreciation</td></tr>
<tr><td colspan="3">CONCEPT – <i>Human experiences and values can be explored through literature and media.</i></td></tr>
<tr><td colspan="3">SKILLS
Describes the major physical characteristics and personality traits of characters in literature and media and relates these to real life experiences <i>A6</i></td></tr>
<tr><td></td><td>Discovers and discusses the motives for a character's actions and relates these to real life experiences <i>A7</i></td><td>Infers and evaluates the motivation for a character's behaviour and relates to real life experiences</td></tr>
<tr><td colspan="2">Expands experiences vicariously and relates literature/media experiences to personal experiences <i>A8</i></td><td></td></tr>
<tr><td></td><td colspan="2">Examines values expressed through literature/media <i>A9</i></td></tr>
</table>

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (contd.)		
	Relates personal and societal values to values expressed through literature/media *A10*	
		Becomes aware of some of the variety, origins, conflicts and trends in human values
		Appraises the values expressed in a literary selection
Uses critical and creative thinking skills to determine alternative solutions to problem situations portrayed in the literature and media *A11*		
CONCEPT – *Understanding and appreciation of a literary selection depends on recognizing and understanding the general characteristics of literary forms and the relationship of form, idea and purpose.*		
SKILLS		
Identifies the subject	Identifies the subject and purpose *A12*	
	Identifies the theme(s) *A13*	Assesses the validity of the theme in relation to life in general and in relation to his or her own experiences
Summarizes the content	Retells or summarizes the content and identifies the basic organization the author has used *A14*	
	Distinguishes between major and minor events or ideas, and identifies the influences of the setting on character and action *A15*	Considers how the impact of a work is affected by its organization, such as a cliffhanger ending
	Distinguishes among the various forms of literature, such as prose, poetry, drama *A16*	
		Compares and contrasts presentation of ideas in two or more literary forms
		Generalizes about the effect of form in literary selections read
		Identifies the point of view of a literary selection
		Recognizes the mood and tone of a literary selection

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">READING (contd.)</td></tr>
<tr><td colspan="3">CONCEPT – <i>Locating, selecting and evaluating written, visual and verbal materials required to fulfil one's purpose, are important life skills.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Identifies the purpose for reading, listening and viewing, and extracts information based on that purpose <i>B16</i></td></tr>
<tr><td></td><td>Identifies the purpose for reading and selects appropriate information B17, D18</td><td>Identifies purpose for reading, and selects and synthesizes relevant ideas</td></tr>
<tr><td colspan="3">Locates information in sources, such as newspapers, magazines, instruction sheets and handbooks, through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods <i>B18, D19</i></td></tr>
<tr><td></td><td>Gains information from special interest books and periodicals, encyclopedias and other reference books B19</td><td>Uses technical publications, trade journals, advanced instruction books and other reference material</td></tr>
<tr><td>Obtains occupational information</td><td>Organizes information for use in achieving purpose <i>B20, D20</i></td><td>Assesses and evaluates information in terms of projected use</td></tr>
<tr><td colspan="3">CONCEPT – <i>An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Increases both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for the sake of speed <i>B21, D13</i></td></tr>
<tr><td colspan="3">Expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting; confirming; summarizing; questioning; visualizing; re-reading; seeking assistance <i>B22</i></td></tr>
<tr><td colspan="3">Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and the complexity of the material <i>B23, D14</i></td></tr>
<tr><td colspan="3">Uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions <i>B24, D15</i></td></tr>
<tr><td></td><td colspan="2">Demonstrates increased ability to skim and scan for required information <i>B25, D16</i></td></tr>
<tr><td colspan="2">Recognizes that reading complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used B26</td><td></td></tr>
<tr><td></td><td></td><td>Identifies and uses appropriate methods of reading for studying and other purposes</td></tr>
</table>

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">VIEWING</td></tr>
<tr><td colspan="3">CONCEPT – <i>Appreciation and understanding of print and non-print messages require an understanding of purpose.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information <i>C1, D1</i></td></tr>
<tr><td colspan="3">Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions <i>C2, D2</i></td></tr>
<tr><td colspan="3">Follows written, visual and verbal instructions precisely and in sequence, and carefully monitors and reviews performance to assure that all instructions have been followed <i>D3</i></td></tr>
<tr><td></td><td colspan="2">Identifies the level at which a visual image communicates, and discusses its relation to the basic purpose for which the image was produced <i>C3</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Elements in and structure of an image strongly influence the total effect of its communication.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer <i>C6</i></td></tr>
<tr><td></td><td colspan="2">Relates the elements of the image to the purpose and message of the image C7</td></tr>
<tr><td></td><td colspan="2">Understands that manipulative devices are used to persuade the viewer, especially in advertising C8</td></tr>
<tr><td colspan="2">Recognizes how the content of the image is affected by the use of such methods as camera angles, framing and arrangement into sequences C9</td><td></td></tr>
<tr><td colspan="2">Recognizes and discusses the effects on the viewer of idealization and distortion in media productions C10</td><td>Appreciates effects of editing, such as biasing content and enhancing mood or theme</td></tr>
<tr><td></td><td colspan="2">Recognizes, interprets and evaluates the effects of idealization and distortion in media production on the viewer <i>C11</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Recognizes the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content that is supplemented by the visual message, or to soothe, irritate or distract the viewer <i>C12</i></td></tr>
<tr><td></td><td colspan="2">Discusses the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines (especially advertising and cartoons) <i>C13</i></td></tr>
</table>

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">VIEWING (contd.)</td></tr>
<tr><td></td><td></td><td>Discusses combined visual effects, sound effects, and language in a mixed media presentation, television production or film</td></tr>
<tr><td colspan="3">CONCEPT – <i>The viewer, listener and reader must evaluate the apparent reality created in media products.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Discusses emotions, facts and opinions expressed visually and relates these to real life experiences <i>A17</i></td></tr>
<tr><td></td><td colspan="2">Analyzes propaganda and advertising techniques used in visual messages <i>C14</i></td></tr>
<tr><td colspan="3">Discusses emotions, facts and opinions, and the techniques used to express them in print and non-print materials <i>C15</i></td></tr>
<tr><td></td><td></td><td>Evaluates the aura of reality created in visual messages, especially propaganda</td></tr>
<tr><td colspan="3">Recognizes the difference between fact and fantasy in media portrayals of everyday life <i>A18, C16</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>Visual communication is similar in many ways to verbal forms of communication.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature <i>C17</i></td></tr>
<tr><td></td><td colspan="2">Recognizes that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace <i>C18</i></td></tr>
<tr><td></td><td></td><td>Discusses the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer</td></tr>
</table>

ENGLISH 16	ENGLISH 26	ENGLISH 36
LISTENING		
CONCEPT – *Listening is an active, not a passive process.*		
SKILLS		
Recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information *A19, B27, D8*		
	Identifies and considers the factors that interfere with effective listening, and attempts to overcome interferences created by the environment, the speaker and the listener *B28, D9*	
Observes the courtesies of a good listener *A20, B29, D10*		
CONCEPT – *Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.*		
SKILLS		
Recognizes and recalls the central and supporting ideas in an oral presentation *B32, D11*		
Identifies the speaker's purpose	Recognizes the speaker's attitude, tone and bias *B33*	
		Distinguishes between emotional appeal and reasoned argument
Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expression *A21, B34, D12*		
CONCEPT – *Listening to obtain information involves attentive, open-minded reception of the message presented.*		
SKILLS		
Recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques *B30*		
Identifies the purpose for listening, reading and viewing, and extracts information based on that purpose	Uses effective listening techniques, such as mentally reviewing major points of the message *B31*	
		Listens actively for the speaker's theme, main ideas and supporting details, and organizes and reviews these in his or her mind when listening
		Seeks clarification of information not understood, or expansion of ideas superficially developed

ENGLISH 16	ENGLISH 26	ENGLISH 36
LISTENING (contd.)		
CONCEPT – *Critical listening, viewing and reading involve an assessment of the validity of the message presented.*		
SKILLS		
Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side *B35, C19*		
	Identifies basic persuasive techniques, such as glamorous generalities, flattery, appeals to fear and prejudice *B36*	
		Detects fallacies in the speaker's argument, such as hasty generalizations or false analogies
	Identifies the functions and intentions of the speaker and differentiates between the content of the address and the performance of the speaker *B37*	
		Analyzes a variety of presentations to identify the persuasive techniques used
		Assesses the performance of the speaker and the content of the address
		Evaluates the source of information

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">SPEAKING</td></tr>
<tr><td colspan="3">CONCEPT – <i>The ability to speak easily, clearly and effectively is an essential communication skill.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Clarifies and extends thinking by expressing thoughts orally <i>A22, B8</i></td></tr>
<tr><td colspan="3">Expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing <i>A23, B9</i></td></tr>
<tr><td>Displays an increase in self-confidence during discussion situations</td><td colspan="2">Increases personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory <i>B10</i></td></tr>
<tr><td colspan="3">Displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely <i>B11</i></td></tr>
<tr><td colspan="3">Uses voice production factors such as volume and emphasis, and non-verbal factors such as gestures and eye contact effectively, to communicate meaning, mood and interest <i>B12</i></td></tr>
<tr><td colspan="3">CONCEPT – <i>The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.</i></td></tr>
<tr><td colspan="3">SKILLS</td></tr>
<tr><td colspan="3">Makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion <i>B13</i></td></tr>
<tr><td colspan="3">Discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader <i>B14</i></td></tr>
<tr><td></td><td colspan="2">Demonstrates increased facility in functioning both as a group member and a group leader <i>B15</i></td></tr>
<tr><td>Summarizes the main points and conclusions</td><td colspan="2"></td></tr>
</table>

<table>
<tr><th>ENGLISH 16</th><th>ENGLISH 26</th><th>ENGLISH 36</th></tr>
<tr><td colspan="3">**SPEAKING (contd.)**</td></tr>
<tr><td colspan="3">**CONCEPT** – *Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.*</td></tr>
<tr><td colspan="3">**SKILLS**
Expresses thoughts and feelings, explores ideas, and seeks information through talk appropriate to the purpose, audience and setting *B1*
Uses questions to clarify and expand understanding, and monitors personal questioning strategies *B2, D4*
Listens carefully to questions to capture meanings, identifies the purpose of the question and responds accordingly *B3, D5*</td></tr>
<tr><td>Develops competence in presenting information orally, such as explaining and giving instructions</td><td>Characterizes persuasive speech and speaks persuasively in appropriate situations B4, D6</td><td>Demonstrates increased facility with both explanatory and persuasive speaking in a variety of situations</td></tr>
<tr><td colspan="3">Enhances some presentations, using diagrams, charts, graphs and demonstrations *B5*</td></tr>
<tr><td></td><td colspan="2">Develops a topic adequately, arranges ideas in appropriate order, and finishes with a concluding statement *B6*</td></tr>
<tr><td colspan="2">Functions at informal social gatherings, using techniques such as introducing people and starting conversations B7</td><td>Understands and observes the rules and procedures that govern a business meeting</td></tr>
<tr><td>Uses the strategies necessary to participate in an effective job interview</td><td>Uses the procedures and courtesies common to an interview situation D7</td><td>Participates effectively in job interviews</td></tr>
</table>

THEME A: CONFLICTS AND CHOICES

OVERVIEW

As students approach the final stages of their schooling and increasingly participate in adult roles in the environments of the home, the workplace and the community, additional demands are placed on students to make mature, responsible decisions and accept the consequences of their choices.

'Conflicts and Choices' is designed as an introductory theme for English 26. Role models from literature, media and real life provide opportunities for students to practise numerous problem-solving/decision-making strategies and reflect on personal applications of strategies. Contemporary, young adult literature focuses on the concerns of adolescents and often includes a variety of "coming of age" themes. Thus, this unit can be extended readily through study of a novel.

PURPOSE: The purpose of this initial thematic unit is to enable students to:

- establish procedures and develop a positive, cooperative, non-threatening classroom environment
- enhance understanding of self and others through exploratory reading, viewing, writing and talking
- reflect upon reading and writing interests
- discover and evaluate personal goals
- develop positive attitudes toward learning about oneself and others through literature and media.

Numerous print and non-print materials and related activities are suggested to help teachers and students gain insights into student strengths and weaknesses. This knowledge will assist teachers to organize for instruction accommodating student interests and needs. Teachers are encouraged to use a variety of resource materials to enhance language development, such as newspapers, magazines, word processing software, films, videotapes and audiotapes.

THEMATIC OBJECTIVES

The concepts, skills and attitudes addressed in this thematic unit will enhance student ability to:

- understand self and others, by realizing that life presents conflicts and choices for everyone
- understand that personal attitudes toward conflicts and choices may lead to growth, self-acceptance and control over one's life
- share feelings, ideas and thoughts, and listen to others.

'Conflicts and Choices' is an extension of *English 26 Program of Studies/Curriculum Guide*, A: "Exploring Self and Others Through Literature and Media". Teachers are encouraged to make concurrent use of this teacher resource manual, the *English 26 Program of Studies/Curriculum Guide*, the basic student resource and numerous additional resources to develop the strands and related concepts, skills and attitudes.

STRANDS OF LANGUAGE

The following language strands and related concepts and skills are addressed within this thematic unit.

Reading

Concept: Reading, viewing and listening are processes that demand active involvement of the individual.

- responds with increasing sensitivity, thoughtfulness, articulation, and self-reliance to the material listened to, read and viewed
- understands that the study of literature and print/non-print media involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation
- expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking.

Concept: The study of literature can fulfil a variety of goals for the individual.

- understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others.

Concept: Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination.

- reads literature for the enjoyment, stimulation of imagination, and understanding of its content and emotional appeal.

Concept: Human experiences and values can be explored through literature and media.

- describes the major physical characteristics and personality traits of characters in literature and media and relates these to real life experiences
- discovers and discusses the motives for a character's actions and relates these to real life experiences
- expands experiences vicariously and relates literary/media experiences to personal experiences
- examines values expressed through literature/media
- relates personal and societal values to values expressed through literature/media
- uses critical and creative thinking skills to determine alternative solutions to problem situations portrayed in the literature and media.

Concept: Understanding and appreciating a literary selection depends on recognizing and understanding the general characteristics of literary forms and the relationship of form, idea and purpose.

- identifies the subject and purpose
- identifies theme(s)
- retells or summarizes the content and identifies the basic organization the author has used
- distinguishes between major and minor events or ideas, and identifies the influences of the setting on character and action
- distinguishes among the various forms of literature, such as prose, poetry, drama.

Viewing

Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.

- discusses emotions, facts and opinions expressed visually and relates these to real life experiences
- recognizes the difference between fact and fantasy in media portrayals of everyday life.

Listening

Concept: Listening is an active, not a passive process.

- recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
- observes the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.

- displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions.

Speaking

Concept: The ability to speak easily, clearly and effectively is an essential communication skill.

- clarifies and extends thinking by expressing thoughts orally
- expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing
- displays an increase in self-confidence during discussion situations.

LEARNING RESOURCES

- Selections from the basic student resource, *Your Voice and Mine 2* are suggested to enhance the learning objectives.
- *English 26 Program of Studies/Curriculum Guide*, learning resources listed and section A: "Exploring Self and Others Through Literature and Media" provide suggestions about relating learning objectives to common experiences, applications across the curriculum and community partnerships.

The learning resources listed below have been identified as potentially useful for English 26. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

Many of the audio-visual resources are available through urban and rural learning resource centres. Some print resources listed below are recommended for other high school English courses and may be obtained through the Learning Resources Distributing Centre (LRDC). (Refer to pp. 4-6.)

FILMS AND VIDEOS

The Bizarre Trail of the Pressured Peer, 1985.

Goals, Challenges and Choices, 1974.

To Love and Let Go, 1986.

The Day the Senior Class Got Married, 1985.

Portrait of a Teenage Shoplifter, 1981.

Seventeen Going on Nowhere, 1980.

Crossbar, 1979.

PRINTED RESOURCES

Barbour, J. *Forty-Eight Days Adrift.* *

Golding. W., *Lord of the Flies.* **

Herriot, J. *The Lord God Made Them All.* **

Hughes, M. *Hunter in the Dark.* *

Marshall, J. *Season of the Owl.* *

Peck, R.E. *Something for Joey.*

Shakespeare, W. *MacBeth.* **

Shakespeare, W. *Romeo and Juliette.* *

Steinbeck, J. *The Pearl.* *

White, R. *Deathwatch.* *

* Resources selected for use in English 13.

** Resources selected for use in English 23.

SUGGESTED ACTIVITIES

Many of the activities involve reading selections with/to students. Teachers are encouraged to include student oral reading as a classroom activity when:

- students have had an opportunity to prepare for oral reading
- students volunteer to read orally.

Teachers are encouraged to avoid 'round robin' oral reading. Random selection of unprepared students may result in unnecessary stress for students who have difficulty reading orally. Teachers may find the following items from the *English 26 Program of Studies/Curriculum Guide* useful: "Interpersonal Skills and the Social Sphere" and "Teaching the Strands of Language".

1. Provide opportunities for students to become comfortable in the classroom environment and familiar with the teacher and classmates through activities that promote success, active involvement and interaction. A combination of individual, partner, small group and whole class activities may be included. (Refer to Process, "Cooperative Learning"; Speaking, "Instruction In and About Small Group Discussions"; and Listening, "Listening Skills" and "Guidelines for Listening".)

    a. Provide opportunities for students to organize their notebooks into sections, such as notes, assignment/homework schedule, vocabulary, journal, tests and review, etc.

    b. Distribute folders or appropriate paper to enable students to begin an English Language Arts folder/portfolio. Students will contribute assignments, tests, news articles, maps, etc. throughout the year. Arrange a specific shelf or file cabinet drawer for folder storage. (See Process, "Student Evaluation Record".)

    c. Have students apply problem-solving/decision-making strategies to organize the classroom, determine bulletin board topics and organize displays; e.g., sections of the bulletin board for posters, student original work; a media resource centre. (See Process, "Critical/Creative Thinking and Inquiry Strategies" and "A Problem-Solving/Decision-Making Framework for IOP", etc.)

d. Provide opportunities for students to become familiar with classmates through a variety of activities, such as discussion. Have students select and discuss topics of interest from literature and/or media sources, or involve themselves in school/community events.
   - Organize students into groups of three or four members, using a variety of methods throughout the year, such as:
     - allowing students to group themselves
     - counting students by three's and having students with the same number form a group
     - selecting names randomly from a class list
     - having students answer appropriate questions and organizing students according to the results of a sociogram. (See Resource 1: Sociograms.)
   - Provide opportunities for students to self-evaluate performance in group discussions. (See Listening, "Listening Response Sheet", "Listening Survey"; Speaking "Self-Evaluation in Group Discussions" and "Sending "I" Messages".)

e. Organize students into pairs and provide opportunity for students to interview and introduce their partner to classmates. (See "Instruction In and About Small group Discussions", "Forming Questioning Chains" and "Developing Questions".)

f. Refer to Writing, "RAFTS" and have students in small groups complete a brief humorous/outrageous writing activity to share orally with classmates.

g. Provide opportunities for students to visit the library on a regular basis. (See Reading, "Don't Forget USSR, Dear".) Organize and have students complete a library scavenger hunt (see Writing, "Library Scavenger Hunt") to become familiar with the library and the library personnel early in the year.

2. Inform students that one purpose of this thematic unit is to learn more about themselves and that this will be accomplished, in part, by relating to each other, their families and characters and events in literature and media.

a. Provide opportunities for students to write a paragraph or make a list describing themselves. Have students place their description in their portfolio for future reference and/or expansion.

b. Have students make a list of short-term and long-term personal goals. Encourage students to add the list to their portfolios and evaluate their goals throughout the year.
   - Provide opportunities for students to organize their goals into categories, such as:
     - personal goals
     - interpersonal development goals
       - friends
       - family
       - community
       - workplace
     - employment goals
     - studying goals.

3. Refer to Reading, "Reading Process", select and use pre-reading, active reading and post-reading activities in keeping with the lesson objectives, selections and abilities of students. Use a variety of reading materials from the basic resource and other resources. Specific selections from the basic resource are referenced in the following suggested activities. (See Reading, "Selected Classroom Resources Based on Levels of Response".)

Enhance student ability to increase comprehension while reading, viewing and listening through the use of a variety of activities and strategies. Introduce and have students apply evaluation strategies before, during or following activities throughout the term:

e.g., Writing, "Peer Response Sheet"
Reading, "Reading Survey"
"An Active Approach to Word Learning"
"Making a Crossword Puzzle or a Word Find"
"Reading Rates"
"Using Oral Reading to Assess Comprehension"
"Context Clues"
"Using a Cloze Procedure"
"Semantic Webs and Maps"
"QAR Strategies"
"RAP: Paraphrasing Strategy"
"Predicting, Summarizing and Writing Using Story Charts"
Viewing, "A Variety of Viewing Activities"
"Non-Verbal Cues"
Listening, "Listening Skills"
"Listening Chart"
"Guidelines for Listening"
"Listening Response Sheet"
"Listening Survey".

4. a. Have students provide personal definitions of conflict, supported with examples.

   b. Ask students to sort conflict examples into one of three categories:

INDIVIDUAL VS INDIVIDUAL	INDIVIDUAL VS ENVIRONMENT	INDIVIDUAL VS SELF

Note: Many of the students' problems will involve relationships with parents, peers, authority figures and friends. Classroom discussion of conflict situations may assist them to view common problems with greater maturity. (See Classroom Environments: Emotional and Physical Safety.)

5. Have students describe a conflict they are working through, or would like some help in solving. Ask the students to complete a PMI as a strategy to aid in the decision-making process. (See Process, "de Bono's Tools for Teaching Thinking: CoRT" and "Critical/Creative Thinking Strategies".)

e.g.,

SHOULD I GET A PART-TIME JOB?

PLUS	MINUS	INTERESTING
• I will have spending money • I will save for my future •	• I will have less time to study • I will have less time to see my friends •	• I will get work experience • I will meet new people on the job •

6. a. Read "from Dicey's Song", *Your Voice and Mine 2*, pp. 47-50. Complete the various "Close-up" and "Wide-angle" activities following the selection, which ask students to refine their concept of conflict.
   - Ask students for further examples of conflicts between individuals and society. Discuss whether the decisions made by the majority are always "correct".

   b. Refer to Resource 1: "I Feel" Statements, and Resource 2: Dealing With Anger, and have students role play Dicey while completing the resources.

   c. Provide opportunities for students to compare and discuss responses. Have students complete similar activities throughout this thematic unit, based on personal experiences or characters from literature and media.

7. Use the following selections from *Your Voice and Mine 2* to review, develop and apply problem-solving/decision-making strategies and/or critical and creative thinking strategies (see Process, "A Problem-Solving/Decision-Making Framework for IOP", "Critical/Creative Thinking and Inquiry Strategies" and "Teaching a Thinking Strategy"):
"from Wilma", pp. 12-16
"Feeling Different", p. 23
"Priscilla and the Wimps", pp. 36-38
"from Pardon Me, You're Stepping on My Eyeball", pp. 76-80
"Up On Fong Mountain", pp. 254-270
"The Purple Children", pp. 320-326
(Alternatives: appropriate selections from *Connections 2, Relating* may be found in the unit, "Youth: The Awakening Years".)

   a. Read with students "from Wilma" and complete a chart on the chalkboard similar to the following:

Problem-Solving/ Decision-Making Steps	Story Details	
	Problem A	Problem B
Identifies/understands the problem(s)	• Wilma has a strong desire to run and this interferes with her schooling.	• Wilma experiences her first loss and becomes depressed because she cannot accept defeat.
Develops/carries out a plan	• Wilma stops cutting classes • She is the first to arrive at track practice and the last to leave.	• Wilma plans to increase the time she spends running. • Wilma decides not to let defeat discourage her.
Reviews//applies results	• Wilma recognizes that school and running are both important.	• Wilma learns how to lose and uses this knowledge to win additional races.

   b. Organize students into small groups to read together another selection from the previous list. Have students list the problems/issues in the story and assign each group to apply problem-solving/decision-making steps to one of the identified problems/issues.

c. Organize students into small groups and assign to each group a separate story from the list of selections. Have each group complete and share a problem-solving/decision-making chart based on their selection.

d. Provide opportunities for students individually and/or in groups to apply critical and creative thinking strategies to determine alternative resolutions to the situations outlined in the stories.

e. Select and complete appropriate "Close ups" and "Wide angle" activities following each selection.

8. View a film that illustrates a variety of conflicts and struggles unfolding simultaneously (e.g., *Crossbar* or *Outsiders*).

   a. Have students identify, describe, categorize and arrange the conflicts in order of priority. Initiate a discussion in which students will identify which conflicts were resolved and the strategies used to resolve them.

   b. Stop the film at various points and have the students make predictions of the outcomes of conflicts.

   c. Encourage students to develop, apply and compare alternative problem-solving/decision-making strategies.

9. a. Choose a selection from *Your Voice and Mine 2* (see Suggested Activity 7). As a pre-reading activity and review, provide students with varying amounts of background information on the story element chart and have them make predictions about the missing elements. (See Reading, "Predicting, Summarizing and Writing Using Story Charts.")

   b. Read the story with students and compare predictions.

10. Read with students one of the following selections from *Your Voice and Mine 2:*
"The One Who Asks", pp. 18-19
"I was a Victim of Child Neglect", pp. 25-30
"You Have Two Voices" (poem), p. 32
"For Monnie" (poem), p. 110
"A Silent Flash of Light", p. 176-186
"Richard Cory" (poem), p. 315
(Alternatives: appropriate selections from *Connections 2, Relating* may be found in the unit, "Understanding Differences".)

Note: Be prepared to assist students who may be sensitive to some of the situations and issues addressed in resource selections and classroom discussions. Refer to "Classroom Environments: Emotional and Physical Safety" in the preamble.

   a. Have students choose a character in conflict from the reading selection and write a biographical sketch of this character (see Writing, "A Sequence of Writing Assignments"). When evaluating students' writing, look for increasing maturity in students' abilities to describe the character as evidenced by:
   - offering more psychological characteristics than physical descriptors
   - inferring information about the character from
     - the character's conversations
     - the character's actions
     - what others say about him/her

- student ability to take the perspective of the character, or "become the character", in order to offer empathetic insights into the character's actions. The "Other People's Views" thinking tools strategy suggested by de Bono may assist students in this process. (See Process, "de Bono's Tools for Teaching Thinking: CoRT".)
- Refer to Writing for additional evaluation tools and strategies.

b. Have students assume the perspective of each character in the conflict and list individual viewpoints.

c. Provide opportunities for students to apply one or several semantic webs/maps to examine further the conflicts in the above selection (see Reading, "Semantic Webs and Maps").
e.g.,
- use a narrative sequential map to examine in detail the events/conflicts occurring in "I was a Victim of Child Neglect" or "A Silent Flash of Light"

- use a comparative and contrastive web to examine the advantages/disadvantages of having two points of view ("You Have Two Voices") or to compare Monnie's ("For Monnie") thoughts/behaviours with those of her friends.

d. Select and complete appropriate "Close up" and "Wide angle" activities following each selection.

11. Explore the concepts of choices and consequences with students using the following selections from *Your Voice and Mine 2:*
"from Wilma", pp. 12-16
"I was a Victim of Child Neglect", pp. 25-30
"You Have Two Voices (poem), p. 32
"The Drop-Out's Speech", p. 45
"Getting Wrecked" (play), pp. 84-107
"The Choice" (poem), p. 133
"Diamond Daddy", pp. 282-293
"Richard Cory" (poem), p. 315
"Soft and Trembling Cry", pp. 340-346.

a. Have students organize themselves into groups and assign a selection to each group. Have students identify the choices and consequences involved in the selection. Provide opportunities for students to summarize or read their selection to classmates and/or share information about choices and conflicts in the selection.

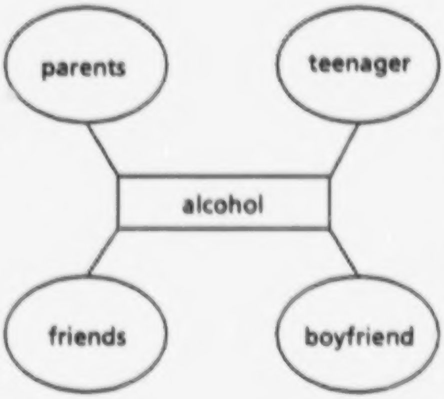
b. Read with students "The Road Not Taken", by Robert Frost and use the following questions to discuss the selection:
- How did the author decide which path to take?
- Does he feel he made the right choice?
- Does he feel he could have retraced his path and chosen the other one in the event of a mistake?
- Ask students to share information about personal choices made and relate these to the poem.
- Use poems to review/examine literary devices; e.g., symbolism, simile and metaphors.

12. Have students use a model, such as a cause/effect strategy to display information about a personal situation involving choice (e.g., drinking and driving, wearing/not wearing seat belts). (See Reading, "Semantic Webs and Maps" and Process, "Critical/Creative Thinking and Inquiry Strategies", etc.)

13. Have students view a film (e.g., *Portrait of a Teenage Shoplifter*) or read a story (e.g., "Soft and Trembling Cry", *Your Voice and Mine 2*, pp. 340-346) and use a thinking strategy to organize consequences (see Process):

e.g.,	IMMEDIATE CONSEQUENCES	SHORT-TERM CONSEQUENCES	LONG-TERM CONSEQUENCES
Shoplifting	• peer group acceptance	• guilt	• jail sentence

14. a. Select and read an article from *Your Voice and Mine 2* (e.g., "Getting Wrecked", pp. 84-107) and complete a role playing activity where students portray characters and conflicts from the selection.



"The way we see it: ____
____
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________."

"The way I see it: ____
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________."

"The way we see it: ____
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________."

"The way I see it: ____
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________."

b. Focus on one story character and complete a "Consider the Alternatives" activity. (See Process, "de Bono's Tools for Teaching Thinking: CoRT".)
- Encourage students to explore all the alternatives, possibilities and choices available. Use the following to initiate discussions.
  - Are alternatives appropriate that did not emerge in the role playing activities?
  - Have alternatives been eliminated that are unacceptable?
  - Would you have acted in the same manner as the character in the film/story? Why or why not?

15. Help students distinguish **punishment** from **consequences**. Consequences, to be effective, need to be linked logically and naturally to the precipitating action. (See Process, "Logical/Natural Consequences versus Punishment".)

a. Have students contribute their ideas about the possible consequences of some common behaviours such as:

BEHAVIOUR	LOGICAL/NATURAL CONSEQUENCES		
	1	2	3
● over-sleeping on a school day ● eating regular, healthy meals ● failing to brush/floss teeth ● completing homework ● parking car illegally ● coming home on time ● drinking and driving ● stopping a friend from drinking and driving			

b. Discuss the consequences that are most effective in encouraging the individual to accept responsibility for personal behaviour and in curtailing inappropriate behaviour on a long-term basis.

c. Discuss the role of punishment in our society. Give examples of how it does/does not act as a deterrent to inappropriate behaviour. Encourage students to develop alternative strategies to encourage appropriate, rather than inappropriate behaviour.

16. On occasion, decisions are made by groups or individuals that have less than satisfactory results. Encourage students to give examples of situations and structure a descriptive writing assignment around the incidents. An appropriate title may be "Learning Through the School of Hard Knocks". (See Writing, "A Sequence of Writing Assignments", A Memorable Time, etc.)

    Encourage students to realize that making inappropriate decisions is part of growing up and that learning from one's decisions increases personal growth.

17. Have students complete a time management chart (see Process, "Time Management") and discuss the conflicts and choices relating to use of personal time.

18. Stress, frustration and anger may result when one is unable to make a choice, selects an inappropriate choice or experiences difficulty accepting the consequences of the choice. Encourage discussion about stress, frustration and anger and have students generate alternative problem-solving/decision-making strategies. (See Resource 2: Dealing With Anger and Process.)

    a. Read with students the following selections from *Your Voice and Mine 2* to initiate discussion about:
        - managing one's emotions
        - assisting others to manage personal emotions
        - agencies/organizations within the community designed to assist people needing emotional assistance or support.

    "Teen Groups Help Peers in Trouble", pp. 40-41
    "Please Pass Gestalt and Pepper", pp. 82-83
    "Anger: The Great Cover-Up", pp. 233-234
    "It's Over", p. 278.

b. Select and complete appropriate "Close up" and "Wide angle" activities following each selection.

19. Use the following selections from *Your Voice and Mine 2* to:
- review conflicts, choices and consequences
- reinforce learning objectives that are highlighted throughout this thematic unit
- enhance student understanding of the relationship between reality and literature/media
- increase student enjoyment of reading

"Report Card Writing", p. 43
"Shipshape Home", pp. 135-152
"The Moustache", pp. 196-203
"Tell Me Another Story, Sing Me A Song" (play), pp. 205-216
"The Stone Boy", pp. 220-231
"The Time I Gave Jane the Diary", pp. 238-243
"In the Supermarket" (poem), pp. 245-247
"from Romeo and Juliet", pp. 249-252
"Up on Fong Mountain", pp. 254-270
"The Highwayman" (poem), pp. 273-276
"The Last Leaf", pp. 334-338.

20. Provide opportunities for students to peer and self-evaluate behaviour, written materials and presentations throughout this thematic unit. (See Evaluation in the preamble.) In addition, the following may assist in the evaluation process:

Writing, "A Checklist for Assessing Writing"
"Assessing Writing"
"Peer Response Sheet"
Reading, "Using Oral Reading to Assess Comprehension"
"Using a Cloze Procedure"
Viewing, "Viewing Response Sheet"
Listening, "Listening Response Sheet"
"Listening Survey"
Speaking, "Self-Evaluation in Group Discussions"
"Sample Speech Evaluation Guide"
"A Guide for Evaluating Speaking"
"Peer Feedback"
Process, "An Inventory of Study Skills".

21. Provide opportunities for students to bring to class reading materials from other courses. Use a variety of strategies to maximize student success, such as assisting students to
- prepare for examinations (see Process, "SCORER: Test-Taking Strategy")
- make effective use of their time (see Process, "Time Management")
- read and comprehend resources (see Process, "Previewing a Resource" and Reading, "Reading Survey")
- strengthen studying skills (see Process, "An Inventory of Study Skills" and "Multipass: A Study-Read Strategy").

INTEGRATION ACROSS THE CURRICULUM

MATHEMATICS

- Provide opportunities for students to relate the theme of conflicts and choices to making decisions about managing money now and in the future.

SCIENCE

- Read the following selections from *Your Voice and Mine 2* and have students discuss conflicts and choices as they relate to scientific, environmental and technological issues:
  "Computer, Computer", p. 191 – computer fun
  "Robot Cop", p. 131 – useful robotics
  "The Choice" (poem), p. 133 – science fiction
  "Shipshape Home", pp. 135-152 – science fiction
  "There Was a Knock at the Door", p. 154 – the unknown
  "A Silent Flash of Light", pp. 176-186 – advantages/disadvantages of atomic/nuclear power
  "Ultra Sports", pp. 188-189 – sports and technology
  "Cold Storage", pp. 330-331 – archaeology.

SOCIAL STUDIES

- Have students compare personal, community, provincial, national and international conflicts and choices as they relate to economic, social, environmental and other current issues.
- Provide opportunities for students to review and apply participation skills when completing group work in all subjects.
- Encourage students to use critical and creative thinking to solve problems through compromise and cooperation.
- Help students recognize the conflicts and choices associated with disparity and geographical location when making a career selection.

OCCUPATIONAL COURSES

- Encourage students to recognize personal and technological conflicts at the workplace and develop strategies to manage conflicts.
- Have students recognize conflicts and choices associated with available employment opportunities, employment interests and employment selection.

COMMUNITY PARTNERSHIPS

- Provide opportunities for students to examine conflicts and choices relating to community partnership experiences:
  e.g., whether to remain at present site or to change sites for additional experience
  whether to discuss employment progress with manager or company president.

Resource 1

"I FEEL" STATEMENTS

Purpose: **To enhance students' ability to express themselves clearly and positively.**

Individuals may become angry and resentful, and take anger out on others or oneself. A more appropriate method of dealing with anger and frustration is by expressing feelings directly to the person/people involved, using "I feel . . ." statements:

e.g., Your best friend interrupts constantly when you are talking.
You let your anger build, and you shout, "You jerk, stop being so rude."

Using an "I feel . . ." statement, your response may be, "When you interrupted me, I felt hurt because I had something important to say and you were not listening."

"I FEEL . . ." STATEMENT FORMULA

- State the problem behaviour: "When you . . ."
- Express your feelings: "I feel . . ."
- State a reason for your feelings: "Because . . ."

Brainstorm problem situations you and your classmates have experienced. Develop and be prepared to share "I feel . . ." statements for each.

Situations	"I feel . . ." statements
A.	State problem behaviour: __________ Express feelings: __________ State a reason: __________
B.	State problem behaviour: __________ Express feelings: __________ State a reason: __________
C.	State problem behaviour: __________ Express feelings: __________ State a reason: __________
D.	State problem behaviour: __________ Express feelings: __________ State a reason: __________
E.	State problem behaviour: __________ Express feelings: __________ State a reason: __________

Resource 2

DEALING WITH ANGER

Purpose: To develop strategies to deal with anger.

Instructions: List personal sources of anger and/or frustration and methods you have used in the past to deal with your feelings. If you can identify more appropriate strategies, list them.

Source of Anger/Frustration	Ways I have dealt with anger/frustration	More appropriate strategies

Anger is often an outcome of conflict situations. Read the following conflict resolution strategies and be prepared to provide appropriate examples of each.

COMPETITION – Forcing the issue, arguing the issue, pulling rank.

COLLABORATION – Assertive problem solving; confronting disagreements, exchanging and/or accepting ideas.

COMPROMISE – Exchanging ideas, making concessions, bargaining.

AVOIDANCE – Ignoring others, passing the buck, delaying action, waiting for problem to solve itself.

ACCOMMODATION – Conceding position, taking pity.

Discuss dealing with anger and conflict situations with your peers and/or family members and list techniques you may use in future situations.

THEME B: ON MY MIND

OVERVIEW

'On My Mind' provides opportunities for students to examine and respond to a variety of issues through the study of newspaper and magazine articles, biographies, autobiographies, speeches, poetry and short stories. Topics and issues addressed throughout this unit may derive from other subject areas, particularly social studies. Students will be encouraged to examine all sides of an issue and consider the avenues through which opinions can be expressed, such as elections, discussions, debates, lobby and interest groups, letters and strikes. Students need to realize that by expressing what is on one's mind, individuals have the power to change personal circumstances and the lives of others.

PURPOSE: The purpose of this thematic unit is to enable students to:

- develop interpersonal communication skills
- gather, organize and report information
- recognize the importance of expressing one's ideas and feelings
- express ideas and feelings through talking and writing
- recognize the influence that individuals have on their environment and the environment has on individuals
- develop studying skills and strategies.

THEMATIC OBJECTIVES

The language strands and related concepts, skills and attitudes addressed in this thematic unit will enhance student ability to:

- gather information, using a variety of methods and sources
- apply questioning strategies to generate, clarify and extend understanding, ideas and feelings
- organize information and ideas using a variety of strategies
- report information and express ideas using speaking and writing skills
- evaluate and adjust personal goals in keeping with information, ideas and feelings generated in this unit
- reinforce and evaluate study skills.

'On My Mind' is an extension of the *English 26 Program of Studies/Curriculum Guide*, B: "Communicating With Others". Teachers are encouraged to make concurrent use of this teacher resource manual, the *English 26 Program of Studies/Curriculum Guide*, the basic student resource, and numerous additional resources, to develop the strands and related concepts, skills and attitudes.

STRANDS OF LANGUAGE

The following language strands and related concepts and skills are addressed within this thematic unit.

Reading

Concept: Locating, selecting and evaluating written, visual and verbal materials required to fulfil one's purpose, are important life skills.

- identifies purpose for reading listening and viewing, and extracts information based on that purpose
- identifies the purpose for reading and selects appropriate information
- locates information in sources, such as newspapers, magazines, instruction sheets and handbooks, through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods
- gains information from special interest books and periodicals, encyclopedias and other reference books
- organizes information for use in achieving purpose.

Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

- increases both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for the sake of speed
- expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting; confirming; summarizing; questioning; visualizing; re-reading; seeking assistance
- varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and the complexity of the material
- uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions
- demonstrates increased ability to skim and scan for required information
- recognizes that reading complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used.

Listening

Concept: Listening is an active, not a passive process.

- recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
- identifies and considers the factors that interfere with effective listening, and attempts to overcome interferences created by the environment, the speaker and the listener
- observes the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.

- recognizes and recalls the central and supporting ideas in an oral presentation
- recognizes the speaker's attitude, tone and bias
- displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expressions.

Concept: Listening to obtain information involves attentive, open-minded reception of the message presented.

- recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques
- uses effective listening techniques, such as mentally reviewing major points of the message.

Concept: Critical listening, viewing and reading involve an assessment of the validity of the message presented.

- distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side
- identifies basic persuasive techniques, such as glamorous generalities, flattery, appeals to fear and prejudice
- identifies the functions and intentions of the speaker and differentiates between the content of the address and the performance of the speaker.

Speaking

Concept: The ability to speak easily, clearly and effectively is an essential communication skill.

- clarifies and extends thinking by expressing thoughts orally
- expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing
- increases personal confidence in speaking on familiar topics, in an oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory
- displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely
- uses voice production factors, such as volume and stress, and non-verbal factors, such as gestures and eye contact effectively, to communicate meaning, mood and interest.

Concept: The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.

- makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group and by observing the courtesies of group discussion
- discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader
- demonstrates increased facility in functioning both as a group member and a group leader.

Concept: Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.

- expresses thoughts and feelings, explores ideas, and seeks information through talk appropriate to the purpose, audience and setting
- uses questions to clarify and expand understanding, and monitors personal questioning strategies
- listens carefully to questions to capture meanings, identifies the purpose of the question and responds accordingly
- characterizes persuasive speech and speaks persuasively in appropriate situations
- enhances some presentations, using diagrams, charts, graphs and demonstrations
- develops a topic adequately, arranges ideas in appropriate order, and finishes with a concluding statement
- functions at informal social gatherings, using techniques such as introducing people and starting conversions
- uses the procedures and courtesies common to an interview situation.

Writing

Concept: Appropriate prewriting strategies can assist a writer to discover and express meaning.

- applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing
- uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing
- identifies purpose and audience and directs writing and speaking to that audience, and when reporting information through writing, speaking, demonstrating and presenting visually
- identifies a topic with some assistance from teacher suggestions and selects appropriate supporting material from ideas generated through prewriting activities
- recognizes situations where other sources of information are needed, and finds and incorporates this information into compositions
- plans compositions, with teacher and peer assistance, and allows for discovery of meaning when writing.

Concept: Appropriate organization and development of meaning are essential qualities of written compositions.

- writes an introduction that engages the interest and focuses the attention of the reader
- develops personal ideas by using methods appropriate to this topic, such as examples or reasons
- demonstrates the ability to organize thoughts coherently
- writes a conclusion that follows the train of thought established.

Concept: Effective revision involves careful evaluation of ideas and a further shaping of the composition.

- reviews assignments and compositions carefully to assure that all instructions have been followed
- follows written, visual and verbal instructions precisely and in sequence, and carefully monitors and reviews performance to assure that all instructions have been followed
- identifies those ideas that have not been adequately developed and improves the expression of those thoughts
- revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience
- proofreads for errors in grammar, vocabulary usage, punctuation and spelling
- examines composition for faulty mechanics, unity and coherence
- produces a revised version, carefully proofread, with a suitable title, footnotes and bibliography where appropriate
- applies evaluation strategies when appraising performance of self and others when revising, writing and speaking
- recognizes the role of modern technology, such as computers and word processors in the writing process.

Concept: A writer's ideas and experiences can be presented through various modes of discourse.

- uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing
- shares thoughts or feelings with other people through shaped and polished writing
- uses clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view.

Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.

- writes social letters in language appropriate to the purpose and audience
- writes clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone
- produces a complete and useful résumé
- writes a clear, well-organized report on a topic that requires some investigation.

LEARNING RESOURCES

- Selections from the basic student resource, *Your Voice and Mine 2* are suggested to enhance the learning objectives.
- *English 26 Program of Studies/Curriculum Guide* preamble and B: "Communicating with Others" contain suggestions regarding resources, teaching strategies, student activities, curricular integration and community partnerships.
- Teachers are encouraged to provide a variety of urban, rural, provincial and national newspapers and magazines to enhance student development.

The learning resources listed below have been identified as potentially useful for English 26. Except where designated, these titles have been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

Many of the audio-visual materials are available through urban and rural learning resource centres. (Refer to pp. 4-6.)

PRINT RESOURCES

Teachers are encouraged to provide a variety of reading materials containing current community/global issues, such as local, rural/urban, provincial and national newspapers.

Journals/Pamphlets
Alberta Report
Canada and the World
Canadian Geographic
Canadian Consumer
Macleans
Making a Complaint, Your Money Matters Series, Royal Bank of Canada, 1988.
National Geographic
News for You
Readers' Digest
Scholastic Scope

Books
Foon, D. *The New Canadian Kid – A Play For Young People*. Arsenal Pulp Press, Ltd., 1982.
Gaines, E. *The Autobiography of Miss Jane Pitman*.
Goepfert, Paula S. (Ed.). *The Communication Handbook*. Nelson Canada, ON, 1982.
Hewitt, M. and C. Mackay. *One Proud Summer*. The Women's Press, Toronto, 1981.
Smucker, B. *Underground to Canada*. Puffin Books, 1978.

NON-PRINT RESOURCES

Cry Freedom
Lord of the Flies
Outsiders

Note: *Teachers are encouraged to use a variety of strategies to assist students who may find some selections in Your Voice and Mine 2 difficult to read and understand. The following strategies may be useful:*

- *select members of the class to read selections into a tape-recorder and provide opportunities for students to use headphones and listen to the audio while reading silently in a learning centre setting*
- *encourage students to adjust reading rate, re-read sections, go on, discuss with peers, question peers/teacher and use contextual clues*
- *ask students to volunteer to read orally in class, rather than selecting students at random (see Theme A, p. 40)*
- *assign students specific selections or paragraphs, and provide opportunities for students to prepare for reading orally*
- *organize students into pairs or small groups to read selections orally.*

SUGGESTED ACTIVITIES

1. Inform students that throughout this thematic unit, they will:
   - use literature and media to learn more about themselves, their influence on the community and the influence of the community on their growth and development
   - develop skills in locating, gathering, organizing and reporting information
   - express their ideas and feelings in oral and written form
   - work together in small groups to achieve common goals.
   - Teachers may find the following items useful when students are involved in group activities: Process, "Cooperative Learning"; and Speaking, "Peer Feedback", "Instruction In and About Small Group Discussions" and "Sending 'I' Messages".

2. Provide opportunities for students to:
   - examine their present studying habits
   - enhance their current studying habits, and
   - develop and apply additional studying skills and strategies.

   a. Refer to Process, "Time Management" and complete the activities. Encourage students to develop a weekly studying schedule and assess its effectiveness on a regular basis throughout the year.

   b. Distribute copies of Process, "An Inventory of Study Skills" and have students place a check mark beside the skills that they are presently applying. Have students include these lists in their folders and use them to monitor their studying performance during the term.

   c. Distribute copies of Process, "Student Evaluation Record" and have students add to the chart throughout this thematic unit.

   d. Encourage students to inform the teacher of upcoming quizzes and tests. Use a variety of resources in the Process section to enhance student test-taking abilities, including:
      - "SCORER: Test-Taking Strategy"
      - "SQ3R Strategy"
      - "PARS Technique"
      - "Multipass: A Study-Read Strategy"
      - "Directed Reading/Thinking Activity (DRTA Procedure)"
      - Prior to each examination, encourage students to ask questions designed to clarify the content, expectations, etc., such as: "What material will be covered?" "What will be

emphasized?" "What kinds of questions will be asked – short answer, true-false, labelling diagrams?" (See Speaking, "Developing Questions" and "Forming Questioning Chains".)

- Have students contribute to a file of examinations from other subject areas, to be used as the basis for enhancing test-taking strategies. Strategies to be emphasized include:
  - scanning the entire exam, identifying sections that can be easily and quickly completed and completing these first (e.g., labelling a familiar diagram)
  - interpreting multiple choice items by reading each question carefully to ensure complete comprehension, especially if the lead is negative (e.g., A police officer cannot arrest a person if he/she . . .). Encourage students to:
    - attempt all the "known" questions first
    - eliminate the obviously incorrect responses
    - go on to the next question once a decision has been made
    - check to see if there is a penalty for guessing.
- Encourage students to learn to gauge their time in a test situation, use their time wisely and re-check answers.

3. Provide opportunities for students to organize their notebooks and their writing/recording portfolios for this thematic unit.

4. a. Provide opportunities for students to apply critical/creative thinking skills and problem-solving/decision-making strategies to organize the classroom for this thematic unit:

e.g., bulletin board displays
resource centre location and focus
computer schedule
desk arrangements.

b. Have students organize themselves into small groups and evaluate classroom rules and procedures. (See Process, "Critical/Creative Thinking and Inquiry Strategies".)

- Provide opportunities for students to support or offer changes about classroom rules and procedures and make decisions, using an appropriate model. (See Theme A, Resource 2: Dealing with Anger.)

5. Conference with IOP teachers in other courses (e.g., social studies and science) to determine current and upcoming activities that include applications of formal reporting strategies. Conferencing will ensure the enhancement and reinforcement of strategies and topics, and consistency in teacher expectations.

- Encourage students to appropriately express what is on their minds regarding current social studies issues.

6. Enhance students' understanding of themselves by administering programs/instruments designed to determine learning style. (See Process, "Modality Preferences".) Assist students to recognize that although they may have a preferred learning style, they must develop skills and strategies to enhance learning, using all modalities.

Note: Teachers are encouraged to use results about student learning styles to plan for instruction and evaluation.

7. Initiate discussions about things that are "on students' minds" by asking a question, such as "What are some things that interest/disturb/please you?" Examples might include:
   - sports, reading
   - time with friends, employment situation
   - discrimination against disabled people, senior citizens, cultural groups and other minority groups.

8. Have students organize themselves into small groups and make collages about things that interest, disturb or please them. Provide opportunities for students to describe their collages in brief oral presentations.

9. a. Have students identify well-known people associated with major issues and discuss factors that have motivated these people:
e.g., Jane Goodall
Bernard Ominiak
David Foster
Rick Hansen
Martin Luther King.

b. Have students discuss a variety of methods people may use to share what is on their minds or contribute to a worthwhile endeavour:
e.g., forming lobby groups
composing music
writing poetry.

10. a. Have students begin a scrapbook of newspaper and magazine articles on an issue of interest to them, and use this collection of articles to:
- define the issue
- identify internal/external factors that have contributed to the issue
- examine problem-solving strategies used
- predict outcomes.

b. Provide opportunities for students to use a variety of writing and discussing activities to prepare a case study based on an issue in the media. (See Writing, "RAFTS", "The Writing Process", "Writing Process", etc., and Speaking, "Sending 'I' Messages", etc.) Have students identify:
- the sequence of events that brought the issue into the news
- how the issue was addressed
- who was involved
- the final outcome.
- Expand the activity to include alternative outcomes and problem-solving strategies generated by students. (See Process, "Critical/Creative Thinking and Inquiry Strategies", etc.)

c. Have students read "A Silent Flash of Light", pp. 176-186, and "The Purple Children", pp. 320-326, *Your Voice and Mine 2*, to initiate further discussion about human rights. (Alternative: "What Do I Remember of the Evacuation?" *Connections 2, Relating*.)

11. a. Have students reflect on activities in social studies and record various methods used by people to express what is on their minds and raise public awareness for their concerns:
e.g., - gathering names on a petition
- telephoning or writing to MLA's
- writing a book, song, poem
- joining a political party
- taking part in a political rally
- pledging financial assistance to social action groups and organizations
- organizing a work strike or a work-to-rule campaign
- boycotting products from countries that promote intolerance
- writing letters to the editor of the local newspaper.

b. Provide opportunities for students to apply an appropriate strategy to address a concern and discuss the advantages and disadvantages of the strategy.

c. Have students read poetry selections and discuss poetry as a mode of self-expression (see Writing, "Writing Poetry"):
e.g., *Your Voice and Mine*
"Home Thoughts", p. 21
"You Have Two Voices", p. 32
"Report Card Writing", p. 43
"Spider", p. 218.

d. Encourage students to observe newscasts. Have students analyze current examples of strategies used by individuals/groups to make decisions and solve problems.

12. a. Have students read "The One Who Asks", pp. 18–20, and "Feeling Different", p. 23, *Your Voice and Mine 2*; "Are You a Highway Killer?", *Connections 2, Relating*; or view a related film. Initiate discussion about some of the barriers that prevent people from speaking out about what is on their minds, such as
- peer pressure
- concern for the feelings of others
- fear
- need for anonymity
- lack of control.

b. Provide opportunities for students to identify and discuss how community and government programs, such as Crime Stoppers and the Alberta Human Rights Commission, address barriers/difficulties relating to reporting discrimination, unfair treatment, etc.

c. Have students share examples of times when they or their family members did, or wanted to, complain about a purchase. Review strategies for protecting oneself against consumer abuse.
- Have students contact the Alberta Provincial Consumers' Association of Canada for additional information on consumerism; e.g., Tip Sheets.

d. Have students in small groups compose a letter of complaint (see Resources 1 and 2) to a manufacturer/retail outlet regarding a specific complaint.

13. a. Select and read several stories or dramas focusing on friendships and peer pressure:
e.g., "Priscilla and the Wimps", pp. 36–38
"The Drop-Out's Speech", p. 45
"Getting Wrecked", pp. 84–107.

b. Encourage students to discuss times in their lives when they have remained silent because of peer pressure or complied with the group in order to conform and be accepted.

c. Encourage students to view and discuss with classmates a fictional television program that focuses on behaviour influenced by peer pressure.

14. a. Various singers/groups have staged concerts in order to focus public attention on world issues. Read "Tears Are Not Enough", *Your Voice and Mine 2*, pp. 64-65, with students, and discuss the central idea and the action the message may solicit from an audience.

b. Have students gather information about this concert, such as
- When and where was it held?
- Which singers can they identify?
- What was their cause?

c. Have students read "The Hit Man", *Your Voice and Mine 2*, pp. 62-63, for additional information.

15. Discuss with students how music can be a powerful vehicle for delivering a message. Cite examples of songs that provide opportunities for people to express what is on their minds about issues, such as war and injustice:

e.g., Bob Dylan – "Eve of Destruction"
Peter, Paul and Mary – "Blowin' in the Wind"
Gordon Lightfoot – "Black Day in July"
Joan Baez – "Joe Hill"
Bruce Cockburn – "If a Tree Falls In The Forest"
John Lennon – "Give Peace A Chance".

- Obtain recordings and have students listen to and identify the issue.

16. Locate a transcript of a famous speech for detailed study on how language is used to arouse emotion and convince or persuade listeners to accept a particular point of view (e.g., Tommy Douglas, John Diefenbaker, or Martin Luther King). Use the following to initiate discussion:
    - Who was the audience?
    - What was the purpose of the speech?
    - Does the orator attempt to placate or to convince those who do not believe?
    - Find examples of how language is used effectively to arouse emotion and to persuade.

17. Provide opportunities for students to research and formulate opinions on a current issue and prepare a persuasive paragraph or report. (See Writing, "A Sequence of Writing Assignments", Persuasive Writing.)

18. a. A diary or journal is a means of expressing oneself. Ask students if they know of someone who keeps a diary or whether they had a diary themselves at one time. Discuss the purpose of keeping a diary. Encourage students to write journal items or keep a diary of thoughts, feelings and activities for a specific period of time. (See "Keeping a Journal", pp. 158–159 and "Diary", p. 172, *Your Voice and Mine 2*; and Writing, "Journal Writing".)
    - Invite students to share some of their diary or journal contributions.

b. Several selections in *Your Voice and Mine 2* are written in the diary format or about diaries. Have students read and discuss some of these selections and the purpose of using a diary format:

e.g., "I Was a Victim of Child Neglect", pp. 25–30
"A Silent Flash of Light", pp. 176–186
"The Time I Gave Jane The Diary", pp. 238–243
"Up on Fong Mountain", pp. 254–270.

19. a. Fiction writing is often a form of self-expression, where authors use fictional characters to express what they themselves feel, believe or are interested in. Provide opportunity for students to read stories/poems that portray characters and plots that are perhaps beyond belief:

e.g., *Your Voice and Mine 2*
"It's a Good Life", pp. 114–130
"The Choice", p. 133
"Shipshape Home", pp. 135–152
"There Was a Knock at the Door", p. 154.

b. Have students organize themselves into small groups and write a story or poem. (See "Conferencing" and "Being Partners", *Your Voice and Mine 2*, pp. 160–163.) Encourage students to select and apply an appropriate organizational strategy. (See Writing, "Organizing for Writing"; Reading, "Predicting, Summarizing and Writing Using Story Charts" and "Semantic Webs and Maps".) Initiate activities such as discussing and writing by having students read selections based on romance and adventure:

e.g., *Your Voice and Mine 2*
"The Highwayman", pp. 273–276
"It's Over", p. 278.

20. a. Have students brainstorm notes and letters they have written or are likely to write, and classify them into the categories of casual, informal and formal. Discuss the features of these various forms of correspondence (see Resource 1: Letters for Three Types of Occasions and *The Communications Handbook*, Chapter 6).

    b. Have students describe the various recipients of their letters and notes (e.g., friends, prospective employer) in a written assignment, structured to provide insight into the students' ability to make assessments of others. (See Writing, "A Sequence of Writing Assignments" and "Assessing Writing".) The degree of student maturity may be reflected by the following writing levels:
    - level one: contains only physical descriptors
    - level two: consists of role information and descriptions of specific concrete behaviours
    - level three: includes general evaluations (e.g., "nice", "mean")
    - level four: includes general recurring behaviours (e.g., "He always wants to be boss")
    - level five: includes a description of psychological characteristics.

    Emphasize the importance of **knowing the reader** in order to equate the message to the receiver.

21. Various role playing and role switching activities will be useful in refining the students' perception of social cognition, further promoting sensitivity to the needs of others:
    e.g., Have students role play a student who writes a letter seeking summer employment. Exchange letters and role play the employer who receives the letter.

    NOTE: Carefully monitor students' abilities to assume the roles of others. Focused instruction may be necessary to develop skills in persuading, requesting, negotiating and compromising. Students may benefit from direct teaching of strategies.

22. a. Provide opportunities for students to apply appropriate persuasive strategies. Have students list and categorize persuasive strategies as appropriate or inappropriate. Appropriate persuasive strategies comprise relaying and supporting facts, displaying benefits, being concise, avoiding demeaning/sarcastic references and being receptive to all sides of an issue.

    b. Use de Bono's "Other People's View" thinking tool to examine many sides of an issue (see Process, "de Bono's Tools for Teaching Thinking: CoRT"):

e.g.,

THERE SHOULD BE A 10:00 P.M. CURFEW FOR TEENAGERS ON WEEK NIGHTS

MY VIEW	OTHER PEOPLE'S VIEW (OPV)
•	• •

23. a. Provide opportunities for students to practise strategies that will lead to compromise, such as taking turns, helping each other achieve individual objectives, or finding an alternative activity that simultaneously meets the needs of both individuals. (See Theme A: Resource 2: Dealing with Anger.)

b. Use a thinking strategy, such as de Bono's "Alternatives, Possibilities, Choices" thinking tool to involve students in a deliberate search for alternatives beyond those that are immediately obvious (see Process, "de Bono's Tools for Teaching Thinking: CoRT"):
e.g.,

EXPLICIT SEX ON TV SHOULD BE TOTALLY BANNED

ALTERNATIVES	POSSIBILITIES	CHOICES
(Students list alternatives that may be possible.)	(Students brainstorm all possibilities.)	(Students select realistic choices.)

24. a. Have students write a request to a business, etc., for a poster, a brochure or a catalogue (see Resource 2: Letter of Request). Discuss the parts of the letter, as well as how to fold the letter and address the envelope. Emphasize that letter writing, like all forms of writing, involves a process which includes planning, writing, revising and proofreading (see Writing, "Writing Process", etc.).

b. Letters must pass a self- or peer assessment before mailing. (See Writing, "A Checklist for Assessing Writing", "Assessing Writing" and "Peer Response Sheet".)

25. Have students write brief notes and memos for school or work purposes such as:
- a note to the principal to explain an absence
- a note to a supervisor requesting a day of personal leave to travel to a special occasion (e.g., a wedding in another province)
- a note to the principal explaining the need to leave school early for a dental appointment
- a memo to a community partnership supervisor noting an unsafe working condition that concerns you (e.g., exhausts from cars in the auto-service area are not properly vented to outside).

Emphasize the importance of using appropriate paper and writing instruments for these tasks. Highlight the need to include only the relevant details and to be concise. The book, *Dear Teacher*, provides entertaining examples of notes sent to school.

26. a. Have students write a letter to an entertainer:
- requesting information about the entertainment world in general, specific experiences of the individual, employment opportunities, etc.
- praising/criticizing music and/or entertainment ability
- requesting a local concert.

b. Provide opportunities for students to write a narrative about being an entertainer, a manager, a president of a record company, etc. Encourage students to use a variety of formats/modes (see Writing, "RAFTS") such as a poem, ballad, play, cartoon, diary/journal, news report or an autobiography.

27. a. Read with students the following fiction selections from *Your Voice and Mine 2* to initiate writing activities:
"The Drop-Out's Speech", p. 45
"from Dicey's Song", pp. 47-50
"Getting Wrecked", pp. 84-107
"Shipshape Home", pp. 135-152
"There Was a Knock at the Door", p. 154
"The Moustache", pp. 196-203
"Tell Me Another Story, Sing Me A Song", pp. 205-216
"The Stone Boy", pp. 220-231
"Up On Fong Mountain", pp. 254-270
"It's Over", p. 278
"The Last Leaf", pp. 334-338
(Alternatives: "The Yellow Sweater", "Boys and Girls", and "The Mate", *Connections 2, Relating.*)

b. Have students write a letter to the author of one of the above selections:
- requesting information about becoming a professional writer
- requesting personal information
- requesting information about a story character/event.

c. Provide opportunities for students to write a letter as a story character to another story character:
e.g., as Wilhemina, write to Dicey ("from Dicey's Song")
as Peter, write to Francine ("Getting Wrecked")
as Michael, write to his grandmother ("The Moustache")
as Arnold, write to Eugene ("The Stone Boy").

d. Use "The Drop-Out's Speech" to initiate an oral presentation (see Speaking, "A Sequence of Speeches", "A Guide for Evaluating Speaking", "Preparing a Persuasive Speech", etc.). Encourage students to use analytical, expository and/or persuasive modes.
- Have students refine listening skills through the use of a response sheet (see Listening), while using classmates as the audience.

28. Provide opportunities for students to use computer word processing programs for writing purposes. Letters, stories, paragraphs, songs, etc., may be entered, edited, revised and printed using computers. (See Writing, "Computers and the Writing Process", etc.)

29. Use a variety of extension activities to evaluate, review and reinforce concepts, skills and attitudes to be emphasized throughout this thematic unit.
- Choose a play or novel for an indepth class study and focus on ideas generated by students during this unit.
- Select a feature length film based on a theme related to expressing what is on one's mind, for detailed study.

INTEGRATION ACROSS THE CURRICULUM

SCIENCE

- Have students write letters to companies requesting information about current and future products and innovations in technology.

SOCIAL STUDIES

- Provide opportunities for students to write letters to politicians, newspapers, agencies, etc., to express concerns regarding current issues affecting unity within the community.

- Chart and/or discuss people in the news and relate them to the various activities involved in this unit.

- Have students find out all they can about Amnesty International. How was it founded? By whom? What are its goals? What strategies are used to gain attention to its cause? Find examples of how Amnesty International has been successful in its mission.

- Provide opportunities for students to view a film about a current national/global issue, such as *If You Love This Planet*. Have students prepare to discuss questions, such as What progress has been made on the issue of nuclear disarmament since the film was made in 1982? What visual images and language devices are used most effectively in this film to persuade the audience? (NOTE: This film is "restricted" and it must be previewed. Students must be prepared for what they will see because the images of war and destruction are explicit and may be disturbing to some students.) Provide opportunities for students to use critical/creative thinking skills and problem-solving strategies to address the issues presented in the film.

OCCUPATIONAL COURSES

- Have students write letters to or telephone companies, industries, government agencies, etc., requesting information relating to products, employment and technology.

COMMUNITY PARTNERSHIPS

- Have students peruse and clip employment information from the classified section of a newspaper. Encourage students to select opportunities appropriate to individual job interests. Have students write letters requesting further information, a job application form and/or an interview.

- Invite to class a representative from Crime Stoppers to explain the program. Have students prepare questions and listen attentively for the answers during the presentation. Provide students with a note-taking format to aid them in this task (see Reporting/Making Notes, "Note-Taking Strategies").

- Invite to class a member of TADD (Teenagers Against Drunk Drivers) or equivalent to inform students about the purposes and goals of the organization. The presentation may focus on several areas, such as
  - the facts on drinking and driving
  - statistics supporting the viewpoint of the organization
  - action and/or strategies suggested to solve the problem.

  Follow up with an "Alternatives, Possibilities, Choices" thinking tools activity to discuss possible solutions to the teenage drinking problem (or other selected topic/issue). (See Process, "de Bono's Tools for Teaching Thinking", etc.)

- Have students identify an issue of local interest that involves a political lobby group (e.g., closing schools, building schools). Identify the key people involved (e.g., alderman, town counsellor, MLA, chairman of lobby group) and ask one or a representative to come to class to explain the process of addressing citizens' concerns.

RESOURCE 1: LETTERS FOR THREE TYPES OF OCCASIONS

	CASUAL OCCASIONS	INFORMAL OCCASIONS	FORMAL OCCASIONS
Role of Writer	**Personal**	**Personal**	**Official**
Characteristics of the Reader	• People whom you know very well such as family or friends.	• People whom you know socially • People whom you would like to know better, such as pen pals.	• People who are usually strangers • People to whom you are writing in an official capacity.
Purposes of the Correspondence	• To keep in touch • To maintain relationships • To share news, feelings, and ideas on a personal level.	• To express thanks, sympathy and congratulations, or to extend an invitation • To develop a relationship.	• To make requests • To place orders • To make claims • To conduct business • To find employment • To spread goodwill.
Content	• Any details you wish.	• Details vary with the occasion.	• Accurate details • Complete details.
Tone of the Message	• Warm, relaxed, friendly.	• Warm, sincere, more formal.	• Courteous, helpful, positive • Confident, not too familiar.
Level of Language in the Message	**Casual** • Commonly used words and phrases • Short, easily understood sentences.	**Informal** • Commonly used words and phrases • Longer, more exact words • Few or no contractions • No abbreviations • Short, well organized, complete sentences • Paragraphed	**Formal** • Commonly used words and phrases • Longer, more precise words • No slang • No contractions • No abbreviations • Longer, more specific, well-organized sentences • Paragraphed.
Physical Appearance	• Usually neatly handwritten, using "personal" format • On almost any colour and size of personal stationery • Often more than one page in length.	• Usually neatly handwritten, using "personal" format • On personal stationery • Usually only one page in length.	• May be neatly handwritten, using "business" format when from an individual • Typed, using "business" format • On white, standard-sized stationery • Usually only one page in length.

Letter Writing, Alberta Correspondence School, Government of Alberta, 1985. (adaptation)

RESOURCE 2: LETTER OF REQUEST

writer's address → 412 Deer Road
Camrose, Alberta
T5M 0S1

April 2, 1989

reader's address → T.J. Boot Company
10902 Terrace Crescent
Quebec City, Quebec
K2L 4M6

greeting → Dear Sir or Madam:

message →

I am writing to request a T.J. Boot poster that I saw recently when purchasing cowboy boots.

I am a fifteen-year-old student who enjoys wearing cowboy boots. The boots I bought last week are my second pair of T.J.'s.

The poster has a group of people standing along a wooden fence watching a rodeo. Each person is wearing T.J. cowboy boots.

Would you please send me this poster as I would appreciate having a copy for my room. Thank you in advance for your attention to this request.

closing → Yours truly,

signature
(complete name) → Sheri Jacobs
writer's identification

The Envelope (business size: 242mm × 105mm)

writer's address → 412 Deer Road
Camrose, Alberta
T5M 0S1

reader's name and address → T.J. Boot Company
10902 Terrace Crescent
Quebec City, Quebec
postal code → K2L 4M6

THEME C: MARVELLOUS MEDIA

OVERVIEW

Mass media, such as television, radio, film, magazines and newspapers influence the feelings, thoughts, decisions and behaviours of individuals. People of all ages view, read and listen to mass media products and relate to media in unique ways. The media thematic unit at the Grade 10 level focused on television, newspapers, magazines and advertising. The media thematic unit in Grade 11 expands upon the Grade 10 material; in particular, critical analysis of media. (Refer to the Scope and Sequence Chart.)

Schools must enhance students' ability to analyze media critically in relation to personal and societal needs and values. Media literacy skills will enable students to recognize the effects of print and non-print media on their own lives and the lives of others.

PURPOSE: The purpose of this thematic unit is to enable students to:

- identify present media literacy skills
- develop additional media literacy skills
- apply media literacy skills
- assess media products in terms of their effect on self and society.

THEMATIC OBJECTIVES

The language strands and related concepts, skills and attitudes addressed in this thematic unit will enhance students' ability to understand and appreciate how media:

- produces meaning
- are organized
- construct reality
- can be enjoyed.

Opportunities will be provided for students to learn media literacy skills by developing media products individually or in small groups.

STRANDS OF LANGUAGE

The following strands and related concepts and skills are addressed throughout this thematic unit.

Reading

Concept: **Reading, viewing and listening are processes that demand active involvement of the individual.**

- understands that the study of literature and print/non-print media involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; sharing of one's response with others orally or in writing; and, where appropriate, a personal, social or critical evaluation
- expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking.

Viewing

Concept: Appreciation and understanding of print and non-print messages require an understanding of purpose.

- identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information
- interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions
- identifies the level at which a visual image communicates, and discusses its relation to the basic purpose for which the image was produced.

Concept: Elements in and structure of the image strongly influence the total effect of its communication.

- understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer
- relates the elements of the image to the purpose and message of the image
- understands that manipulative devices are used to persuade the viewer, especially in advertising
- recognizes how the content of the image is affected by the use of such methods as camera angles, framing and arrangement into sequences
- recognizes and discusses the effects on the viewer of idealization and distortion in media productions
- recognizes, interprets and evaluates the effects of idealization and distortion in media products on the viewer.

Concept: Many "visual communications" are really audio-visual messages that use sound and image together to communicate a message.

- recognizes the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content that is supplemented by the visual message, or to soothe, irritate or distract the viewer
- discusses the relationship between sound effect, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspaper or magazines (especially advertising and cartoons).

Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.

- analyzes propaganda and advertising techniques used in visual messages
- discusses emotions, facts and opinions, and techniques used to express them in print and non-print materials
- recognizes the difference between fact and fantasy in media portrayals of everyday life.

Concept: Visual communication is similar in many ways to verbal forms of communication.

- discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature
- recognizes that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace.

Listening

Concept: Critical listening, viewing and reading involve an assessment of the validity of the message presented.

- distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side.

LEARNING RESOURCES

- Selections from the basic student resource, *Your Voice and Mine 2* have been suggested to enhance the learning objectives.
- *English 26 Program of Studies/Curriculum Guide*, preamble and C: "Exploring and Assessing Print and Non-print Media" will assist teachers when planning for instruction.
- Teachers are encouraged to provide opportunities for students to use media hardware.
- A variety of rural, urban, provincial and national newspapers and magazines will be useful to this thematic study.

The learning resources listed below have been identified as potentially useful for English 26. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

PRINT RESOURCES

Anderson, Nell. *Media Works.* Toronto: Oxford University Press, 1989.

Carpenter, Donna. *Media Images and Issues.* Don Mills: Addison-Wesley Publishers Limited, 1989.

Duncan, Barry. *Mass Media and Popular Culture.* Toronto: Harcourt Brace Jovanovich, 1988.

Golder, Dianne. *The Newspaper and You: A Reading and Writing Skills Workbook.* Amsco School Publications, Inc. 1980.

Ingram, Roy. *Media Focus 1: The News.* Toronto: Copp Clark Pitman Ltd., 1989. (Accompanied by a video.)

Johnson, Ron, and Jan Bone. *Understanding Film* (3rd Edition). Toronto: Copp Clark Pitman Ltd., 1986.

Ontario Teachers' Federation. *Media Literacy Resource Guide.* Ministry of Education, 1987. (Available through the Government of Ontario Book Store, 5th Floor, 880 Bay St., Toronto, Ontario, M7Y 1N8.)

Masterman, Len. *Teaching About Television.* Toronto: Macmillan Press (Gage), 1980.

Masterman, Len. *Teaching the Media.* Toronto: Macmillan Press (Gage), 1985.

McLuhan, Marshall. *Understanding Media.* Toronto: McGraw Hill Ryerson Limited, 1964.

National Film Board of Canada. *Blinkity Blank*. A newsletter about film for and by teachers.

Pungente, Father John J. *Getting Started on Media Education*. Jesuit Communication Centre, #500, 10 St. Mary Street, Toronto, Ontario, M4Y 1P9, 1985.

Pungente, Father John J., and Jack Livesley. *Meet the Media (Canadian Edition)*. Toronto: Globe/ Modern Curriculum Press, 1990.

KITS

"Newspapers in Education" (NIE) materials from major newspaper publishers. Many newspapers actively promote newspaper readership through their NIE programs by making newspapers and media kits available to schools at reduced rates and by offering workshops to students and teachers.

FILMS AND VIDEO CASSETTES

Media and Society. National Film Board of Canada. (3 videos, 19 films and excerpts, resource guide.)
- Advertising and Consumerism
- Images of Women
- Cultural Sovereignty
- Shaping Information

Think Twice, They're Confusing You, 1978.

ORGANIZATIONS/AGENCIES

CBC Enterprises, Educational Sales Department, Box 500, Station A, Toronto, Ontario, M5W 1E6.

The Association for Media Literacy, 40 McArthur St., Weston, Ontario, M9P 3M7, (416) 394-6990.

The Jesuit Communication Centre, #500, 10 St. Mary Street, Toronto, ON. M4Y 1P9, (416) 923-7271.

Theatrebooks, 27 Bloor St. West, Toronto, Ontario. M4W 1A3 (416) 922-7175.

SUGGESTED ACTIVITIES

1. Refer to Resource 1: Media Madness: Sample Lesson Plans and complete a series of activities designed to enhance student understanding and application of media literacy skills.

2. Have students brainstorm examples of mass media and record these on an overhead projector or chalkboard. Provide opportunity for students to categorize their suggestions into print and non-print media, list specific examples and determine audience and purpose of the media product.

    a. Assist students to recognize that one of the main purposes of the mass media is to sell products. Encourage students to view a fiction television program and make notes on the commercials. The following format may be used:

TELEVISION COMMERCIAL

Television Program: ______________________ Length of Program: __________

Intended Audience:
- male/female/both
- age category: 2-5 yrs/6-12 yrs/13-14 yrs/young adults/adults

Product: ____________________ Number of commercials of this product: ________

Intended Consumer:
- male/female/both
- age category: 2-5 yrs/6-12 yrs/13-19 yrs/young adults/adults

b. Encourage students to view a non-fiction television program and make notes of the commercials, using a similar format as above.

c. Provide opportunities for students individually or in groups to compare, relate and draw conclusions or inferences about the audience of the program, the consumer and the nature of the advertisement.

d. Provide opportunities for students to compare advertising, with the gender and ages of the intended audience and consumer in a variety of media products, such as radio programs or stations, magazines and newspapers.

e. Have students use discussion in small groups to analyze a variety of television commercials using the key concepts of media literacy. (See Resource 2: Key Concepts of Media Literacy.)
e.g., media products are constructs
ideology and values
the relationship of form and content.
(See Speaking, "Sending 'I' Messages", etc.)

3. Provide opportunities for students to contribute to a chart relating to reasons why they like/dislike specific television programs.

a. Refer to resources, and viewing and listening learning objectives listed at the beginning of this thematic unit. Have students discuss their reasons for liking/disliking programs in keeping with some of the key concepts listed:
e.g., A student who dislikes the television program "Wrestlemania" because it is phony, may be responding to 'audiences interpret meaning' or 'social and political implications'.
- Provide opportunities for students to discuss rock video programs on television and/or the recording industry in reference to 'commercial implications' and 'ideology and values'.
- Have students identify various programs and analyze them, using some of the key concepts of media literacy, such as:
  - media constructs reality
  - ideology and values.

b. Have students select a television program they like and one they dislike and write a paragraph for each. (See Writing, "A Sequence of Writing Assignments", An Opinion Report, "I-Search Report", etc.) Encourage students to support their opinions with data from the programs.
- Provide opportunities for students to self- and peer edit and hand in a polished product for evaluation. (See Writing, "A Checklist for Assessing Writing", "Assessing Writing" and "Peer Response Sheet" and Speaking, "Peer Feedback".)

c. Provide opportunities for students to view a film or videotape about media literacy, such as "Advertising and Media", NFB. Have students complete activities to enhance and reinforce media related viewing and listening skills and critical analysis.
   - Have students develop an instrument designed to evaluate media products. Have students use the instrument and compare assessments with classmates.

4. Refer to Resource 3 and have students provide examples, from print and non-print media, of advertisements that use each propaganda technique. Chart these and have students add to the chart throughout English 26-36.

5. a. Review with students the regular features found in most newspapers, such as news articles, editorials, feature stories, comics, advice columns, classified ads, horoscopes and obituaries. Determine whether there are features that students regularly read independently, and discuss reasons for reading these sections.

   b. Provide opportunities for students to identify and discuss reasons for similarities and differences among urban and rural newspapers:
   e.g., Western Producer and Calgary Herald
   Westlock Hub and Edmonton Journal.

6. a. Encourage students to view television during an evening and record the news items highlighted in "news in brief" segments during regular programming. These are the stories that are, in the judgment of the reporting staff, the most important for that particular day. Encourage students to watch the news program and determine the emphasis given to the news items. Provide opportunities for students to discuss their findings and give their opinion as to the importance and time delegated to specific news items.

   b. Have students summarize news stories from television and radio news broadcasts of the previous evening. Provide opportunities for students to write "news in brief" segments and present them to classmates.

   c. Have students listen to a variety of radio stations, and identify and discuss target audience, advertising, news broadcasts, local/national focus, etc.

   d. Assist students to apply a variety of comprehension strategies to be used to determine meaning when reading unfamiliar or difficult material. (See Reading, "QAR Strategies", "RAP: Paraphrasing Strategy", "Predicting, Summarizing and Writing Using Story Charts", etc.)

7. Providing students with the freedom to choose their reading material is important to the success of this and other thematic units. Permit students to select items of individual interest when completing the following activities.

   a. Introduce students to the "5W + H" of journalism. Using a specific news item, have students identify the who, what, when, where, why and how of the event, and support their responses with details. Help students recognize that the answers to who, what, when and where are usually in the first part of the article, while those relating to why and how may be found later or not at all.
      - Have students summarize/paraphrase the article they selected orally or in writing.

   b. Have students write news articles of school or community events. Include these in a class or school newspaper.

   c. Provide time for students to browse through newspapers and other reading materials at their leisure. (See Reading, "Don't Forget USSR, Dear".)

8. Have students in groups develop a weekly trivia quiz where they must scan the newspaper or observe radio/television news programs to locate specific information.

9. a. Editorials may be used for a variety of activities to enhance students' inquiry skills. Promote critical thinking by having students evaluate the opinions expressed on editorial segments of news programs, and express their personal opinions on issues. Emphasize how the views of the news staff may influence the readers' or viewers' opinions.

   b. Have students read or listen to a news item and an editorial based on the same issue. Discuss how the editorial seeks to interpret the significance of the item and reasons why the media identified this topic for editorial comment.

   c. Examine the devices the editor uses to argue and persuade the readers to adopt a certain point of view. Have students provide answers to these questions:
   - What is the main idea?
   - What evidence is offered to support the writer's view? How convincing is it?
   - What appeal is used, emotional/logical/other?
   - What action does the author suggest?

   d. Examine the cartoons that appear on the editorial page (see Reading, "Using Comic Books and Cartoons in the Classroom") and assist students to interpret them, using the following questions:
   - Who does the cartoon character(s) represent?
   - How does the cartoon relate to the editorial and/or the headline stories?
   - What is the humour in the situation?
   - How does the cartoonist use idioms, slang and jargon? (See Writing, "Idioms", and "Slang and Jargon".)

   e. Have students develop political cartoons based on current issues in the news. Post and discuss these.

10. Have students write edited and polished letters to the editor of a local newspaper expressing opinions about recent political decisions, current movies, television programs, etc. (See Writing, "The Writing Process", "Computers and the Writing Process", etc.)

11. Refer to and use a variety of media resources to enhance student understanding of media freedoms and critical analysis. Discuss freedom to access information versus censorship in relation to newspaper reporting. Consider the following questions:
   - Can the news be manipulated or distorted? How?
   - Why would anyone want to withhold or distort information from readers?
   - What is "good taste" in reporting? Find examples of occasions when the media may have been overly aggressive and published pictures/stories that were not in good taste.

12. a. Provide opportunity for students to examine the influence media may have on helping people develop their personal set of values. Have students discuss media portrayals of
   - parent/child interaction
   - violence
   - sexual behaviour
   - respect for police, the law, property, others.

   b. Read with students "Rock Videos", *Your Voice and Mine 2*, pp. 68–70 and focus on the influence of rock videos in shaping personal and societal values.

13. Have students complete a variety of reading, writing, group and individual activities designed to examine the influence of media on people's behaviour:
    e.g., *Your Voice and Mine 2*
    "The Man Who Knew He Was Santa Claus", pp. 54–57
    "Rock and Roll Heroes", pp. 59–60
    "The Hit Man", pp. 62–65
    (Alternatives: "My Beginnings", "The Agony and the Ecstasy of Terry Fox", and "Wayne and Shuster: Canada's Stay-at-Home Clowns", *Connections 2, Relating*.)

14. a. Have students produce and present a play. Arrange for video equipment and film the performance.
    b. Provide opportunities for students to write and perform an original play or rock video. Arrange for students to videotape their performances and discuss the values expressed by the products and how the values may influence others.

15. Provide opportunities for students to develop or refine instruments designed to evaluate media. Have students apply the instruments on several occasions and compare assessments with classmates.

16. Use a variety of methods to evaluate student performance throughout this thematic unit. (See Evaluation in the preamble and evaluation instruments in the skills/process sections.)

INTEGRATION ACROSS THE CURRICULUM

SCIENCE

- Encourage students to locate and share articles about the influence of technology on media: e.g., fibre optics, high resolution television.
- Provide opportunities for students to discuss portrayals of technology presented in media.

SOCIAL STUDIES

- Encourage students to bring photographs and captions from newspapers, magazines, etc., of people in public office (municipal, provincial, federal, international) to post on the bulletin board and have students identify these people and their roles.
- Use a world map and match the headlines in newspapers/magazines with the countries where the stories took place.
- Identify individuals and events in political cartoons.
- Reinforce local, national and international news by having students locate and categorize news articles from a variety of print materials.
- Have students compare news articles portrayed in a variety of media; e.g., radio, television and newspapers.
- Have students examine the values portrayed in specific media and compare them to societal values.

OCCUPATIONAL COURSES

- Have students use newspapers to locate and classify current employment opportunities. Relate these to the occupational clusters and employment preparation needs.
- Have students compare the classified ads employment opportunities sections of rural and urban newspapers.

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COMMUNITY PARTNERSHIPS

- Have students organize a field trip to a local newspaper, radio or television station to observe technology involved in:
  - the advertising department
  - the editorial department
  - transmitting the news – technologies that receive/display headline stories and pictures from around the world
  - printing/transmitting equipment.
- Have the class contribute items to the school newspaper, or publish a school newspaper. As a community partnership activity, approach the local newspaper to publish the students' paper. Newsworthy items may include:
  - summaries of school events, such as dances, sports
  - sports columns
  - interviews with teachers, administrative staff, support staff, students, coaches
  - letter section
  - advice columns
  - short stories/poetry
  - puzzles/games.
- Visit an advertising agency, or invite a representative to the classroom to convey information about media literacy concepts (see Resource 2).

Resource 1

MEDIA MADNESS: SAMPLE LESSON PLAN

LESSON OBJECTIVES (from the Scope and Sequence Chart)

CONCEPT OBJECTIVE: Appreciation and understanding of print and non-print messages require an understanding of purpose.

GENERAL SKILL OBJECTIVE: Students will be expected to identify the purpose, message and intended audience of print and non-print communications.

SPECIFIC SKILL OBJECTIVES: Students will be expected to identify one purpose and the intended audience of specific television programs; e.g., one purpose of television is to sell products by attracting appropriate viewers and potential consumers.

INTRODUCTORY ACTIVITY: to initiate interest; to introduce "how" and "why" of the lesson. Introductory activities may include questioning, brainstorming, outlining, reviewing, listening, viewing, discussing, reading, listing.

SAMPLE A

- Have students list the television programs they have viewed during a one-week period.
- Have students list programs that their parents/guardians may have viewed during a one-week period. (A pre-lesson activity may include collecting data by surveying and/or observing the viewing habits of parents/guardians.)
- Tell students that by comparing their two lists, conclusions and inferences about the purpose of television may be made.

SAMPLE B

- Write the following statement on the overhead/chalkboard:

  "The sole purpose of television is to entertain the viewer."
- Tell students that the class will examine the statement during the lesson. At the end of the lesson they may agree/disagree with, or require further study of, the statement before making a knowledgeable decision.
- Provide opportunities for students individually or in small groups, to develop a list of qualities that may help guide the study or that need to be answered in order for students to achieve the lesson objectives:

  e.g., Is the statement valid?
  Do all programs entertain all viewers?
  What may be other purposes of television?
  Do viewers perceive and respond to television programs in the same ways? If not, why?

SAMPLE C

- Ask students to respond to the following question:

  "What are the purposes of television programs?"
  (to inform, entertain, instruct, encourage thinking, sell products, etc.)

- Record their responses on the overhead/chalkboard.

- Tell students that during this thematic unit, the class will examine all the purposes on the list, and that this and the next two or three lessons will focus on the purpose of "selling products".

SAMPLE D

- Have students respond verbally to the following:

  "What are the similarities/differences between public and commercial television stations?"
  (sponsorship/advertising, types of programs, nature of the audience, hours of operation, etc.)

- Have students complete a chart listing the products that are advertised during specific television programs and the group of individuals who tend to watch the program more often than other groups:

e.g.,

Television Programs	Who Watches		Products
	Teens	Parents	
6:00 News Programs	✓	✓	automobiles
Hockey	✓	✓	beer, restaurants
Daytime Programs		✓	household products
Growing Pains	✓		restaurants, films, family vacations

- Provide opportunities for students to discuss or collect additional data:

e.g., What products are advertised
  - during Saturday and Sunday morning cartoon programs? (toys, cereal)
  - during late night movies? (take-out pizza/Chinese restaurants, films, alcoholic beverages)
  - during nature programs? (retail gasoline outlets, environmentally friendly products)

LESSON: to develop the learning objectives outlined, using strategies in keeping with student needs, abilities and interests.

The lesson outline which follows corresponds directly with the Introductory Activity: **Sample A.**

- Have students compare the similarities/differences between their parent's/guardian's list and personal list and write two observations such as:
  - my mother likes sports programs, my father enjoys movies, and I prefer sitcoms
  - I watch more television than do my parents/guardian.

- Have students share their observations in small groups or in a whole class setting.

- Have students contribute information to a class chart, compare data and discuss observations:
  e.g., Parents tend to watch the same/different television programs than do students.
  Students tend to watch more prime time sitcoms/movies than do parents.

EVALUATION: to determine the degree to which learning objectives have been understood by students.

- Have students organize themselves into small groups to develop conclusions and/or generalizations based on recorded information. Have students select a speaker who will share the group conclusions/generalizations during the concluding class discussion:
  e.g., Products advertised during specific television programs attempt to relate to the age and interests of the viewing audience.

- Have students write an entry in their journal, or a brief paragraph to be handed in for evaluation. The writing will focus on whether each student agrees or disagrees with the group's generalization about television programs, advertising and audience. Have students support their views with facts from the chart or other related sources.

FURTHER STUDY/APPLICATION: to extend student thinking and study relative to topic, learning objectives or interest.

- Encourage students to observe techniques used to enhance the message during television commercials in preparations for future classes:
  e.g., music, lighting, camera angles.

- Encourage students to bring to class advertisements from print resources for future study.

- Provide opportunities for students to prepare and present a television commercial about an original product.

Resource 2

KEY CONCEPTS OF MEDIA LITERACY

- **All media products are constructions:**

  Although the products of media frequently appear to be seamless extensions of reality, they are, in fact, carefully crafted constructions, the results of countless decisions, conscious and unconscious. Meaning and impact are created through selection, context and juxtaposition, as well as formal elements such as shape, colour, light, composition.

- **The media construct reality:**

  Everyone has a reality construct – a sense of what the world is and how it works. The media, must, like humans, shape raw sensory data into coherent representations of reality.

- **Audiences interpret meaning:**

  What a reader makes of a "text" depends on the reader's past experiences, skill in reading, and current state of mind.

- **The commercial implications:**

  All media products have commercial implications which shape both their content and their form.

- **Ideology and values:**

  All media products contain implicit or explicit value messages and assumed "truths" about the nature of the world and its inhabitants.

- **Social and political implications:**

  The media have the potential to affect social and political behaviour in a variety of ways.

- **The relationship of form and content:**

  Different media "codify" reality in different ways: the medium shapes the message.

- **Media aesthetics:**

  The media have aesthetic dimensions; greater understanding can lead to greater appreciation.

Resource 3

PROPAGANDA TECHNIQUES

Individuals are influenced by other individuals and groups (group pressure). The mass media – television, radio, newspapers, magazines and books – also influence and inform individuals. The information one receives can be inaccurate and/or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and/or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Some common propaganda techniques are as follows:

1. Bandwagon – Everyone has one! Everyone is doing it! etc.
2. Card Stacking – Presents the good or unique factors or presents the worst possible case.
3. Glittering Generalities – Describes something in very favourable terms.
4. Name-Calling – Uses negative words to describe or label someone or something.
5. Plain Folks – Emphasizes the attachment to the average/common citizen or majority.
6. Testimonial – Uses a well-known or respected person to say that the idea or product is good.
7. Transfer – Carries the authority or prestige of something respected over to something else in order to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1. Ad Hominem – Attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2. Appeals to Emotion – Uses information to arouse feelings.
3. Appeals to the Past – Uses tradition.
4. Cliché – Uses timeworn expressions or ideas.
5. Either-or – Limits choice to two or a few when there are many.
6. Ethnocentricity – Uses own culture to judge other cultures.
7. Euphemism – Uses mild or indirect expression instead of one that is harsh or unpleasantly direct.
8. Improper Comparisons – Compares unlike things.

9. Irrelevant Proof – Uses evidence that has nothing to do with the subject.
10. Jargon – Uses unintelligible or meaningless words to impress rather than to communicate.
11. Leading Questions and Statements – Uses statements and questions to lead to incorrect conclusions (the way it was said "context" leads elsewhere).
12. Omission – Withholds facts to make faulty conclusion.
13. Out-of-Context – Lifts statement out of entirety in order to suggest a different meaning.
14. Oversimplification – Distorts or deceives by giving too simple a reason or explanation.
15. Poor Analogy – Compares dissimilar objects, people or events.
16. Poor Underlying Assumptions – Bases argument on weakly stated or unstated assumptions.
17. Post Hoc Fallacy – If one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc" – after this; therefore, because of this.)
18. Single Cause Fallacy – Singles out a particular contributory cause and treats it as if it were the only cause (or the only one worth mentioning).
19. Statistical Fallacies – Uses statistics to confuse people with misinformation.

    Inaccurate samples: size of sample, representativeness, the questions and the questioner.
    Short-term statistics: used to make long-term claims.
    Rates and total numbers: not distinguishing between the two.
    Averages: not distinguishing between median (the middle figure) and the mean (arithmetic average).
    Gross statistics: confuses by equating total amounts with individual characteristics.
    Graphs: creates illusions by 'sloping the trend line'; uses the 'Big Figure' to make change greater than it actually is; deceives by using unmarked axes.
    Percents: uses percentages to prop up weak arguments.

20. Stereotype – Uses oversimplified mental picture of a person, place, idea or event.
21. Straw Man – Claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish.
22. Weak Generalization – Presents generalization from single example or lack of evidence.

THEME D: WORLD OF WORK – KEEPING THE JOB

OVERVIEW

A 'World of Work' theme is included each year in the Integrated Occupational English Language Arts Program. English 26 addresses skills and attitudes required to retain employment and self-evaluate and alter behaviour accordingly. The concepts, skills and attitudes included in this thematic unit may be integrated within Themes A, B and C, rather than addressed in a separate theme.

Teachers are encouraged to conference with other IOP teachers when planning for instruction. Social Studies 16, in particular, contains a thematic unit, "Careers – Your Employability" in which students examine and apply personal strengths to potential employment opportunities. Colleague conferencing may ensure that strategies, skills and knowledge will complement and support student development across the curriculum.

PURPOSE: The purpose of this thematic unit is to enable students to:

- develop skills and attitudes that will increase success in the world of work
- enhance ability to self-monitor and make appropriate changes in behaviour
- apply the strands of language, and related skills and attitudes to the workplace
- review employment goals
- develop problem-solving and decision-making strategies related to employment.

THEMATIC OBJECTIVES

The concepts, skills and attitudes addressed in this thematic unit will enhance student ability to:

- identify and develop personal strengths and specific skills useful in a variety of employment settings
- examine personal attitudes, beliefs and values about the nature of employment and the workplace
- apply effective strategies to retain employment
- prepare for a job interview by updating a personal fact sheet, a list of references, a letter of application or inquiry and an application form
- perform appropriately during an employment interview
- develop strategies for dealing with factors that may inhibit effective functioning at the workplace.

STRANDS OF LANGUAGE

The following language strands and related concepts and skills are addressed within this thematic unit.

Viewing

Concept: **Appreciation and understanding of print and non-print messages require an understanding of purpose.**

- identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information
- interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions
- follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed.

Listening

Concept: **Listening is an active, not a passive process.**

- recognizes that effective listening is an active process that requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
- identifies and considers the factors that interfere with effective listening, and attempts to overcome interferences created by the environment, the speaker and the listener
- observes the courtesies of a good listener.

Concept: **Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.**

- recognizes and recalls the central and supporting ideas in an oral presentation
- recognizes the speaker's attitude, tone and bias
- displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expression.

Reading

Concept: **Locating, selecting and evaluating written, visual and verbal materials required to fulfil one's purpose, are important life skills.**

- identifies the purpose for reading and selects appropriate information
- locates information in sources, such as newspapers, magazines, instructional sheets and handbooks, through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods
- organizes information for use in achieving purpose.

Concept: **An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.**

- increases both reading rate and comprehension through the application of good reading techniques, such as reading in large units and making effective use of context clues, and recognizes that comprehension must not be sacrificed for speed
- varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and the complexity of the material
- uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions

- demonstrates increased ability to skim and scan for required information.

Speaking

Concept: **Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.**

- uses questions to clarify and expand understanding, and monitors personal questioning strategies
- listens carefully to questions to capture meanings, identifies the purpose of the question and responds accordingly
- characterizes persuasive speech and speaks persuasively in appropriate situations
- uses procedures and courtesies common to an interview situation.

Writing

Concept: **The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.**

- produces a complete and useful résumé.

LEARNING RESOURCES

- Selections from the basic student resource *Your Voice and Mine 2* have been suggested to enhance the learning objectives.
- *English 26 Program of Studies/Curriculum Guide*, preamble and D: "Communicating at the Workplace" will assist teachers when planning for instruction.
- Community partnership/work experience opportunities will assist students to apply classroom learning to the workplace.

The learning resources listed below have been identified as potentially useful for English 26. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

PRINT RESOURCES

Alberta Career Development and Employment. *Job Seekers Handbook*, Alberta Government, 1986.*

Alberta Education. *Job Search Information Guide*. Special Education Services, Alberta Education, 1986.*

Alberta Manpower. *Stay Ahead With a Good Attitude*. Career Services Branch, Alberta Manpower, 1984.*

Gough, Nigel, and Gael Tickner. *Language at Work*. Holt, Rinehart and Winston of Canada, Ltd., 1987.

Nemiraff, S., et al. *Words on Work – An Integrated Approach to Language and Work*. Globe/Modern Curriculum Press, Toronto, 1981.

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* Resources for CALM 20. Available from Learning Resources Distributing Centre, Alberta Education.

Teukel, Studs. *Working*. Ballantine Books, 1985.

Wayman, Tom (Ed.). *Going for Coffee*. Harbor Publishing, 1981.

FILMS AND VIDEO CASSETTES (The titles listed may be available through provincial media services, see p. 6.)

Teenagers: How to Get and Keep a Job (film, 1985). A film showing how to look for part-time jobs, the correct posture during an interview and how to keep a job once hired. It covers the importance of a positive attitude, promptness, honesty, and good customer relations.

Communication at Work series (video, 1979). A series of nine films, each giving explicit instruction on appropriate communication behaviours in a variety of work related contexts. Titles relative to English 26 include:
- *First Day on the Job*
- *I Need the Day Off*
- *How Did You Say That Machine Works?*
- *You Meant What?*
- *You're Costing Me Money*
- *You, Communication and Your Job*.

Telephone Talk: How to Use the Telephone (video, 1986). This video discusses the importance of using effective telephone skills and promoting good customer service on the telephone.

Ripples (1985). Two people initiate chain reactions – one positive, one negative. Each demonstrates a unique way of handling a customer's problem, and each, because of attitude, behaviour and mood, precipitates a snowball reaction affecting others.

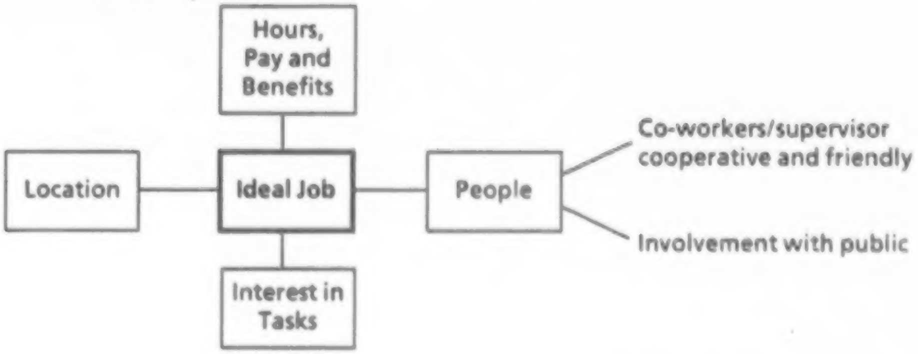
SUGGESTED ACTIVITIES

1. Survey the class or have students, in pairs share information about employment experiences, such as:
    - whether or not students have had/presently have jobs or have/have not volunteered their services
    - types of jobs
    - reasons for working
    - methods used to locate and obtain employment.

    Record the information on a chart or graph, repeat the activity on various occasions during the term and compare the input.

2. a. Provide opportunities for students to brainstorm characteristics of an "Ideal Job".
    - Have students organize the data, using an appropriate strategy, such as a semantic web (see Reading, "Semantic Webs and Maps", etc.). Encourage students to be realistic and discard characteristics that are unrealistic.

For example:



b. Refer to Resource 1: The Ideal Job and have students complete the activities.

c. Have students compare their "ideal job" with a similar activity completed in English 16 and discuss the similarities/differences.

3. Have students complete and discuss Resource 2: Personal Inventory and/or Resource 3: Personal Fact Sheet Outline. Have students compare their English 16 material with this new information and discuss personal growth.

4. Provide opportunities for students to review their employment portfolio from Grade 10, and update as required. Instil in students that an employment portfolio is designed to contain valuable information for present and future use. Have students update their portfolios on a regular basis throughout English 26 and 36.

5. a. Encourage students who have completed work experience situations or who have had employment experience to share their views about the positive and negative aspects of each job.

   b. Have students list the tasks they completed at the work site.
   - Provide opportunities for students to describe how they learned to complete the tasks.
   - Assist students to recognize that tasks were completed as a result of listening to verbal instructions, reading written instructions and interpreting visual instructions.
   - Organize activities designed to enhance student ability to interpret and follow visual, verbal and written instructions. (See Reading, "Following Instructions at Three Levels of Difficulty" and Listening, "Guidelines for Listening".)
   - Provide opportunities for students to give instructions to classmates in written, verbal or visual form. (See Speaking, "Sample Activities for Giving and Following Instructions".)

6. Provide opportunities for students to question each other about employment experiences. Encourage students to use a variety of questioning techniques. (See Speaking, "Forming Questioning Chains" and "Developing Questions".)

7. a. Have students select and research a job of personal interest. (See Resource 4.) Research may include:
   - interviewing an employee/employer
   - gathering information, using the student service centre or school library
   - locating information through community employment agencies.

   b. Provide opportunities for each student to write a short report on a job of interest that may be close to their "ideal job". (See Writing, "I-Search Report", "Writing a Report", etc.)

c. Have students share the information in brief oral presentations. (See Speaking, "A Sequence of Speaking Assignments".)

8. Refer to Resources 5 and 6, and have students complete/update a personal résumé, using the word processor (if available). Have students peer edit their résumés, revise, print a polished copy and insert this into their work portfolio. (See "Applying the Computer", *Your Voice and Mine 2*, pp. 168-170.)

9. Refer to Resource 7, have students select an employment opportunity from a newspaper, bulletin board, etc., and write a covering letter. Have students peer edit, revise and hand in a polished copy for evaluation. (See Writing, "Peer Response Sheet" and Speaking, "Peer Feedback".)

10. Read with students the following selections from *Your Voice and Mine 2* to increase reading enjoyment to initiate discussion and/or other activities relating to the "World of Work".
"Rock Videos", pp. 68–70.
"Computer, Computer", p. 191
"Diamond Daddy", pp. 282–293
"The Million-Pound Bank Note", pp. 295–309
"Can You Spot the Money Here? What is Money Anyway?", pp. 312–313.

11. a. Provide opportunities for students to identify communication skills required at the job site. Organize skills according to the language strands.
    b. Have students work in small groups to determine the communication skills that are important in the majority of employment situations.

12. a. Provide opportunities for students to develop an assessment checklist that can be used to evaluate performance at the workplace.
    b. Have students use the assessment checklist to self- and peer evaluate performance.

13. Arrange for students to videotape their workplaces. View the videos and have students evaluate the performance of classmates or their co-workers using student-generated evaluation forms. (See also evaluation instruments in Skills/Process sections.)

INTEGRATION ACROSS THE CURRICULUM

SOCIAL STUDIES

- Have students peruse rural/urban maps to locate present/future job sites and employment opportunities of personal interest.
- Provide opportunities for students to examine current and predict future employment opportunities in their geographical areas.
- Have students locate employment-related information from a variety of urban and rural newspapers.

OCCUPATIONAL COURSES

- Have students share assessment instruments used by supervisors.
- Provide opportunities for students to interview co-workers about strategies required to retain employment.

STUDENT SERVICES

- Teachers are encouraged to make use of services within the school. Guidance counsellors and the work experience coordinators may organize job search workshops for students, which focus on preparing for and retaining employment.

COMMUNITY PARTNERSHIPS

- Invite members of the community into the classroom to present information about strategies for keeping the job, such as:
  - an owner/manager of a small business
  - a personnel officer of a large private or public business
  - the manager of an employment service.

  Presentations may focus on clothing, personal habits, questioning/answering techniques, body language, tone of voice and clarity of speech.

- Provide opportunities for students to interview or survey local employees about strategies that assist one to retain employment.

Resource 1

THE IDEAL JOB

Purpose: **To provide opportunities for students:**

- **to examine personal views about jobs**
- **to increase interpersonal skills through group activity.**

A. Read the following list of characteristics of some jobs. Rank order the eight characteristics you believe to be most important in an ideal job.

B. Compare your views with a small group of classmates and use decision-making strategies to rank the eight group characteristics of an ideal job.

Characteristics	Me (A)	Group (B)
Job security is good.	____	____
Co-workers are competent.	____	____
There is opportunity to develop abilities/skills.	____	____
Employees receive enough help and equipment.	____	____
The chances for promotion are good.	____	____
Employees see the results of their work.	____	____
Pay is suitable.	____	____
Fringe benefits are good.	____	____
There is enough time to get the job done.	____	____
Responsibilities are clearly defined.	____	____
Supervisor is competent.	____	____
People are friendly.	____	____
Hours are suitable.	____	____
Surroundings are pleasant.	____	____
Work is interesting.	____	____
There is a cooperative work environment.	____	____
The job is socially meaningful (chance to contribute and be of service to others in some way).	____	____

Resource 2

PERSONAL INVENTORY

Completing a personal inventory will assist you to recognize and discriminate between what you would like to do and what you are qualified to do. Answer the following questions with as much detail as possible and update them regularly.

1. What are your interests?

   Likes: ____________________

   ____

   Dislikes: ____________________

   ____

   Favourite school subjects: ____________________

2. What abilities do you have to offer an employer (skills/talents, public speaking ability, working with children)? ____________________

   ____

   Abilities needing development: ____________________

   ____

   How will you develop these abilities? ____________________

   ____

3. What type of work environment do you prefer? (Working alone/working with others, being supervised/supervising others, working inside/working outside, other [specify])

   ____

4. Why do you want to work? (Rate the following reasons according to your needs.)

   ___ Experience ___ Money ___ Enjoyment ___ Career Development

   ___ Something to Do ___ Other (specify) ____________________

5. What are your career and personal goals?

   Short term: ____________________

   Long term: ____________________

6. What type of work would you enjoy doing....

   Now? ____________________

   In the future? ____________________

7. How can you become involved in this type of work....

   Now? ____________________

   In the future? ____________________

Reference

Job Search Information Guide, Special Education Services, Alberta Education, May, 1986, pp. 2-9.

Resource 3

PERSONAL FACT SHEET OUTLINE

PERSONAL DATA

Surname: ________________ First Name: ________________ Middle Name: ________________

Mailing Address: ____________________ Permanent Home Address: ____________________

Telephone Number. Home: ________________ Messages: ____________________

Social Insurance Number: ________________

EDUCATION

School	Address	Dates		Program (e.g.,certificate, general)
		Start	Left	

WORK EXPERIENCE: OUTSIDE OF SCHOOL

Position	Employer/Company	Address	Dates	Supervisor

WORK EXPERIENCE: VOLUNTEER (e.g., mowing lawns, clean-up committee)

Type of Work	Dates	Skills Learned/Applied

WORK EXPERIENCE PROGRAM INVOLVEMENT

Position	Employer	Address	Dates	Supervisor

NON-SCHOOL COURSES (e.g., first aid, driver training, hunter education)

Course	Certification Date	Skills Learned

ACTIVITIES

Clubs/Sports/Hobbies: (e.g., student union, 4H, basketball, sewing)

Activity	Dates	Skills Learned/Applied

Equipment Operation: (e.g., adding machine, computer, lawn mower, tractor)

Type of Machine	Length of Time	Skills Learned/Certificate

Awards/Achievements: (e.g., academic, athletic, 4H, service)

Achievement	Dates	Skills Learned/Applied

EXPERIENCE

Note: To help identify your skills and responsibilities, think back to each volunteer or paid work experience situation you were engaged in and ask yourself:

- was I responsible for money?
- did I assist with inventory, ordering, and receiving supplies?
- did I operate or repair machinery?
- did I have to keep records or books?
- did I deal with customer complaints?
- did I supervise others?
- did I have telephone answering responsibility?
- did I take care of filing? mailing?
- what machines/equipment did I operate?

Home/Neighbourhood Duties (e.g., mowing lawns, baby-sitting, farm work)

Position: ______________________ Dates: ______________________
Skills Learned/Applied: ______________________________________
Employer: ______________ Address: ______________ Phone: ________

Position: ______________________ Dates: ______________________
Skills Learner/Applied: ______________________________________
Employer: ______________ Address: ______________ Phone: ________

Formal Employment (e.g., delivering papers, cashiering, waiting on tables)

Position: ______________________ Dates: ______________________
Skills/Duties: ____
Employer: ______________ Address: ______________ Phone: ________
Supervisor: ______________ Address: ______________ Phone: ________
Starting Wage: ________ Leaving Wage: ________ Reason for Leaving: ____________
____

Position: ______________________ Dates: ______________________
Skills/Duties: ____
Employer: ______________ Address: ______________ Phone: ________
Supervisor: ______________ Address: ______________ Phone: ________
Starting Wage: ________ Leaving Wage: ________ Reason for Leaving: ____________
____

REFERENCES (attach photocopies of letters of reference)

Name	Address	Telephone	Occupation	Years Known

ADDITIONAL INFORMATION

The following are typical questions employers ask during reference checks. Use these questions to help you decide who could provide an employer with accurate, positive and honest comments about you. You may choose to discuss these questions with your referents as well.

Questions for previous employers

Would you rehire this person?
How long was this person in your employ?
What were this person's duties?
Did this person get along with others?
Was this person reliable? capable? punctual?
Why did this person leave your company?

Questions for personal references

How long have you known this person?
What could you say about the character of this person?
What are this person's areas of strength?
What are this person's areas of weakness?
How do you feel this person could fit into this position/organization?

Resource 4

WHAT'S THAT JOB ALL ABOUT?

Glue here two want ads that interest you.

1:

2:

Answer the following questions about your want ads:

	Ad 1	Ad 2
1. What is the job?		
2. What is the top amount the job pays?		
3. How much experience is needed?		
4. What qualifications are needed for the job?		
5. What are the hours of work?		
6. Does the job require a car?		
7. What are the benefits?		
8. To where do you apply or write for the job?		
9. What number can you phone about the job?		

From *Secondary Vocational Schools Curriculum, Language Arts Year 4*, Theme: "Careers", Calgary Board of Education, 1983. Reprinted with permission.

Resource 5

FUNCTIONAL RÉSUMÉ

Marcie Caroll
10 Stanley Street
Here, Alberta
T6W 0S1
Phone: 272-5631
Messages: 272-3897
(Between 8 a.m. and 5 p.m., with Mr. Whitecotton)

Planning

Day camp assistant: supervised and instructed students ages 4-12 years. Activities included games, crafts and camping exercises.

Teacher aide: planned and conducted learning activities for kindergarten students as part of a school work experience program.

Students' union room representative: organized events and communicated with planning committees, teachers and fellow classmates.

Leadership

Assistant coach: provided leadership while coaching a junior soccer team. Supervised games and practices and instructed players on rules and techniques.

Public Relations

Sales clerk: was responsible for customer service, sales transactions and upholding standards in customer relations.

Special Skills

Organize siblings re household chores.
Make meals at home.
Care for my 4H calf.

Education

Presently in high school, Grade 10.

References

Available upon request.

Resource 6

CHRONOLOGICAL RÉSUMÉ

Marcie Caroll
10 Stanley Street
Here, Alberta
T6W 0S1

Telephone: 272-5631
Messages: 272-3897
between 8:00 and 5:00
(Mr. Whitecotton)

Education

1983 - 1986

City High School
9761 - 39 Avenue
Here, Alberta T3M 43J
Graduated June, 1986

Employment History

September 1, 1985 - Present
Part-time employment
Supervisor: Ms June Green
Telephone: 272-3156

Sales Clerk, Spruce Avenue Mall
1476 - 21 Street, Here, Alberta
T3M 43J
- responsible for customer service: in person and over the phone
- completed sales transactions

July 1 - August 31, 1985
Summer employment
Supervisor: Mr. Boris Brown
Telephone: 272-3752

Grounds Person, Evergreen National Park,
Box 281, Range Hills, Alberta
T6J 4P8
- member of Range Hills campsite grounds crew
- maintained campsite facilities
- participated in tree planting program

July 1 - August 31, 1984
Summer employment
Supervisor: Mrs. C. Black
Telephone: 272-4231

Day Camp Assistant, The Boughs Camp
Box 97, Here, Alberta
T5A 3Z7
- supervision of children (ages 4-12 years)
- assisted day camp leader with activity plans and program evaluation

Volunteer Experience

April - October, 1985

Soccer Coach, Treeside Community League
- organized practice and game schedules
- instructed players on rules and techniques
- supervised games, practices and tournaments

(Chronological Résumé Handout – Page 2)

Special Skills

- Organize siblings re household chores.
- Make meals at home.
- Care for my 4H calf.

Additional Information

- teacher's aide for kindergarten students as part of my school work experience program (City Elementary School, February - June, 1985)
- elected students' union room representative for the City High School, 1984/85.

References

- available upon request

Resource 7

COVERING LETTER

10 Southeast
Mytown, Alberta
T3B 1C9
April 10, 1990

Mrs. R. Flint
Personnel Officer
Mytown Community Services
Mytown, Alberta
T3B 1C9

Dear Sir:

I would like to apply for the position of community maintenance worker, as advertised April 7, 1990.

I have experience with the equipment used to maintain lawns because I am responsible for the yard work at my home. I also mow lawns for two of our neighbours on a volunteer basis. I can use gasoline and electric hand mowers, a rototiller, a lawn tractor and various hand tools. Additional information is included in my attached résumé.

I am available for an interview at your convenience and may be contacted at 296-3170, or messages may be left with Mrs. Marvin at 439-7260 between 8:00 a.m. and 5:00 p.m.

I look forward to hearing from you.

Yours truly,

Terry Miller

WRITING DOMAINS

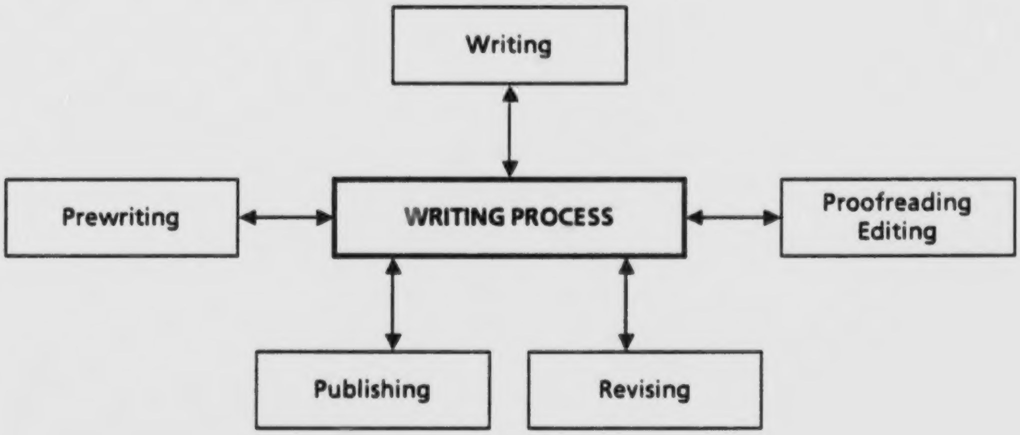
INTENT OF THE AUTHOR	SENSORY/DESCRIPTIVE	IMAGINATIVE/ NARRATIVE	ANALYTICAL/ EXPOSITORY
INFORM	• newspaper stories • postcards • thank you notes • telephone messages • charts • forms • eyewitness reports • logs/journals • instructions	• newspaper stories • instructions • recipes • biographies • eyewitness reports • reports based on interviews • conversations • logs/journals	• explanations • comparisons/ contrasts • paragraphs about a sequence of events • reports based on indirect sources of information
ENTERTAIN	• descriptions • poetry • mime • stand-up comedy	• short stories • biographies • tall tales • riddles • cartoon strips	• science/nature television programs • documentary programs • historical movies/ novels
PERSUADE	• advertisements • political speeches • charity campaigns	• parables • fables • advertisements • dramas	• propaganda • editorials • advertisements • opinions • debates • advice
LITERARY – AESTHETIC	• poetic descriptions • expression of feelings and actions • "sights and sounds" assignments	• short stories • haiku, cinquain • myth, legend • "memorable time" assignments	• plays • ballads

Reference

McLure, Susan. *The Writing Lab*, Alberta Vocational College, 1987.

THE WRITING PROCESS

The WRITING PROCESS is recursive, rather than linear. WRITING INVOLVES CONTINUOUS MOVEMENT BETWEEN AND AMONG THE VARIOUS STAGES IN THE PROCESS:
e.g., When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or directions.



The WRITING PROCESS will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
   - brainstorm
   - use semantic webs and maps
   - read, discuss, ask, view, listen.

2. Organize information
   - identify the audience
   - identify a subject, topic, main idea
   - apply various strategies, such as semantic webs and maps, de Bono's thinking skills strategies, charts, lists, etc., to generate and organize information
   - recognize personal feelings about the subject, topic, main idea
   - determine the purpose of writing
   - write a thesis statement.

   The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view:
   e.g., People from all over the world travel to Alberta for their summer vacation.
   - discard details that are not relevant to the thesis statement

- determine a focus and use the remaining information to enhance that focus:
  e.g., Focus on life experiences and use personality characteristics and physical details to add interest and/or to support the main focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Writing, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:
- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:
- read aloud to self or a classmate
- read, record and playback writing
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
  - Is the thesis statement thorough and clear?
  - Is the point of view expressed clearly?
  - Are the facts true and do they relate to the thesis statement?
  - Are the facts supported by appropriate and relevant details?
  - What should be increased, decreased, removed?
  - What is good? needs improvement?
  - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:
- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

WRITING PROCESS

I. Prewriting

1. ESTABLISHING THE CONTEXT

1. Focusing prior knowledge
2. Building background

through

- listening to tapes, music, readings and environmental sounds
- discussing
- experiencing and observing
- brainstorming
- playing and inventing games
- role playing
- reading
- viewing pictures, videotapes, films
- interviewing
- semantic mapping

2. FOCUSING ON THE WRITING TASK

1. Forming intentions
2. Making decisions in keeping with the writer's intention, regarding
    form
    audience
    purpose of writing
3. Gathering ideas about
    content
    vocabulary
    order
    relationships among ideas

through

- brainstorming
- jotting down words and ideas
- questioning
- talking in small groups
- note taking
- using reading models
- developing storyboards
- webbing
- listing and classifying words and ideas
- using RAFTS

II. Active Writing

3. COMPOSING AND WRITING THE FIRST DRAFT

1. Making initial selection of ideas, words and sentences
2. Incorporating emerging ideas or information
3. Consulting, if necessary, with teachers or other students
4. Continuous editing and note making

III. Post-Writing

4. EDITING AND PROOFREADING

1. Reading for clarity and cohesion
2. Sharing for affective response and constructive feedback
3. Making decisions about reordering, deleting, or adding ideas
4. Proofreading for
    mechanics
    spelling
    grammar
    usage
    punctuation

through

- reading aloud
- listening to one's written work read aloud by others
- taping for revision purposes
- sharing in small groups
- conferencing with teacher
- using editing groups or partners
- using proofreading stations

5. RESPONDING

1. Informal sharing of written work in class
2. Presenting written work personally to a variety of audiences
3. Publishing for a wider audience
4. Reconstructing in another medium

through

- reading aloud
- displaying work in the classroom or other areas of the school
- publishing in newspapers, newsletters, or anthologies
- scripting and presenting readers' theatre
- creating murals, mobiles, dioramas, posters
- choral speaking
- dramatizing
- presenting puppet plays
- producing audio-visual presentations
- taping with sound effects and music

Fo[illegible]rmission to print material, grateful acknowledgement is made t[illegible]e developers, The Language Arts Team, Program Services Centre, [illegible]ary Board of Education, 1988.

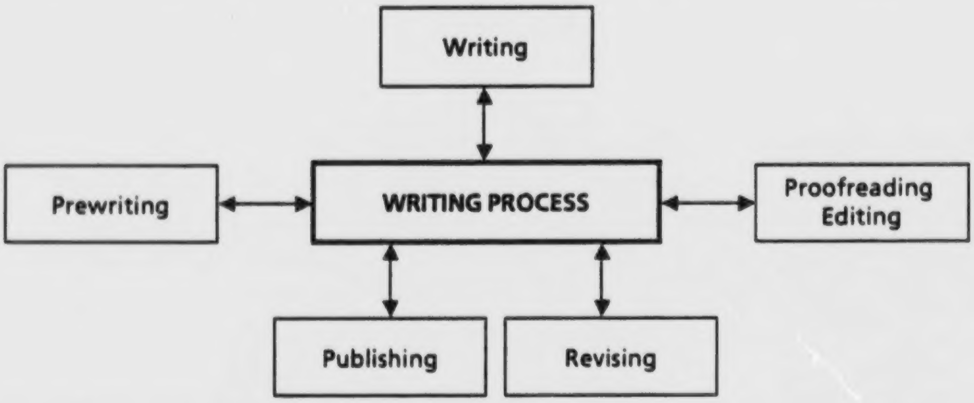
COMPUTERS AND THE WRITING PROCESS

Computers and word processing programs can be used in the classroom to enhance students' prewriting, writing and post-writing performances. Computer assisted activities could include:

- daily/weekly journals
- paragraphs
- reports
- stories
- letters
- special occasion cards
- personal dictionaries
- poetry.

The WRITING PROCESS is not linear. Writing involves continuous movement between and among the various stages in the process.

e.g., When revising, the writer may return to the prewriting stage for new ideas and/or direction.



The following illustrates computer/word processing program use in the language arts classroom.

Prewriting	**Writing**	**Post-writing**
• Brainstorm/recall topics, vocabulary, descriptive phrases, facts, details, generalizations. • Identify the audience.	• Use computer functions to organize and sequence material generated during the prewriting activity. • Write first draft. • Edit individually or by conferring with peers, teachers. • Revise using the computer functions of inserting, deleting or moving. • Edit as needed.	• Write a final draft focusing on correctness and precision. • Print and share final copy with several audiences including peers, teachers, administrators and the school newspaper.

Reference

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

JOURNAL WRITING

Many approaches to the journal writing component of the English program are possible. A prime benefit may be that journal writing encourages an expression of the student's own voice which may be lacking in the overall written demands of the total school program. Journals also promote writing for purposes other than evaluation by the teacher. Thus, journal writing may be seen as a non-threatening activity. Journals are generally not evaluated, although teachers may wish to expand their use as a learning tool by offering specific, non-threatening suggestions. Computers and word processing programs may be used by students for journal writing.

SUGGESTIONS FOR JOURNAL WRITING

- use them actively and often
- encourage students to use a loose-leaf binder
- partake in this activity and share entries with the class
- use journal writing to stimulate discussion, to brainstorm and to build a trusting atmosphere for sharing
- read them to gain insights into students' thinking: their concerns, problems, fears, joys, anxieties and their thoughts about other subjects
- give feedback, but avoid evaluative statements about the writing itself: what matters is the attempt to write
- journals are not for everyone . . . but students may only find that out by trying.

TITLES AND TOPICS FOR JOURNAL WRITING

• Community Partnership Log	– comments and descriptions of projects – new words/technical vocabulary to learn – sketches, diagrams, explanations, questions
• Science Journal	– definitions of terms – notes on observations – notes on concepts they do not understand
• TV Viewing Journal	– schedule for viewing – programs watched and reasons – summarize a TV movie enjoyed recently – summarize events of a serial program and make predictions

• Social Studies Journal	– students' reactions to controversial issues in the news:
	  – elections
	  – laws
	  – travel

• Personal Growth Journal	– this could be a form of diary summarizing concerns at home, friendships, difficulties with friends.

References

Fulwiler, Toby. "Journals Across the Disciplines". *English Journal* Vol. 69, 9, December 1980, pp. 14-19.

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

A SEQUENCE OF WRITING ASSIGNMENTS

Developing the writing skills of Integrated Occupational Program students involves not only a linear sequence of progressively more demanding skills, but also practice in previously acquired skills applied to novel contexts. Ideally, students will learn more, and become better at what they already do. The sequence of assignments proposed in the following pages advocates a spiral approach where one concept or skill will lead to another, more advanced, concept or skill. Individual differences in growth rates and patterns may mitigate against any universal sequence or pacing. The following suggestions may be useful for designing a progression of writing assignments that will allow language experiences to build upon and reinforce each other. The art of sequencing also involves altering and adjusting the assignments to suit the individual needs and growth patterns of students.

The most important characteristic of the writing program is that it provides successful writing experiences for all students by:

- facilitating the development of students from their present skills and knowledge base to progressively more advanced levels
- structuring assignments in ways that ensure the success of every student in the class.

Students may require assistance in the basics of writing, such as grammar, syntax, development, coherence, organization, or punctuation. Students may be concrete, rather than abstract thinkers. Teachers are encouraged to use student personal language and experiences in initial writing assignments.

Using word processing programs may assist students to write. (See Writing, "Computers and the Writing Process".)

MEMORY WRITING (Grades 8 through 12)

It is common to find Memory Writing among the first assignments. Perhaps it is a favoured direction because it lends itself so well to a wide range of writing abilities, always beginning with where the students are at in the development process, and what they know best. In addition, the writing experiences can readily be integrated into the thematic approach advocated. Thus, Memory Writing might include the following assignments:

A: A DESCRIPTION OF A FAMILIAR PLACE

This assignment is readily structured to adapt to the writing abilities of all students. The focus is on sensory detail and concrete experience. With the more competent and developmentally mature students (not Grade 8 students, and only carefully selected Grade 9 students), experiment with requiring an expository or analytical edge to this writing. For example, have students explain the psychological reasons why the place attracts them. This assignment is effective in that the students can easily generate specific details due to their familiarity with the subject matter (a place they know well). They are required by the assignment to find a controlling idea (a unifying thesis) for the work which is the identification of the psychological reasons behind their attraction to their favourite place, and they are forced to analyze as opposed to merely describe. The process of analysis, however, is facilitated through the description itself and grows naturally from it. Thus, the student is forced to make certain observations and conclusions about observed data, but since the data is so familiar, he/she is able to work within the abstract framework with comparative ease.

For example, one student's description dealt with a place where he sought shelter frequently – his car. The work, entitled "Heavy Chevy", described the plush interior of the car as a private world which he used as an escape from the public, crowded world of home and school. The student then proceeded to explain that the car was something he owned rather than shared with others and that it became a quiet place to think about his goals and dreams.

B: A BIOGRAPHICAL SKETCH

"A Biographical Sketch" might be the next assignment in the sequence. Specific topics might include someone who has had a profound effect on the students' lives, a hero, the object of a "crush", a film star, or a sports personality. Look for student growth along the following levels:

- level one – contains only physical descriptors
- level two – consists of role information and descriptions of specific concrete behaviours
- level three – includes general evaluations (e.g., "nice", "generous")
- level four – includes general recurring behaviours (e.g., "he always wants to be boss")
- level five – includes a description of psychological characteristics.

The analytical section of this assignment is the identification of an overriding quality about a specific person's behaviour that may cause him/her to dress, speak or act in a certain manner. To an extent, the students are asked to psychoanalyze someone's personality, looking for certain cause-effect relationships between personality traits and overt behaviours (level five).

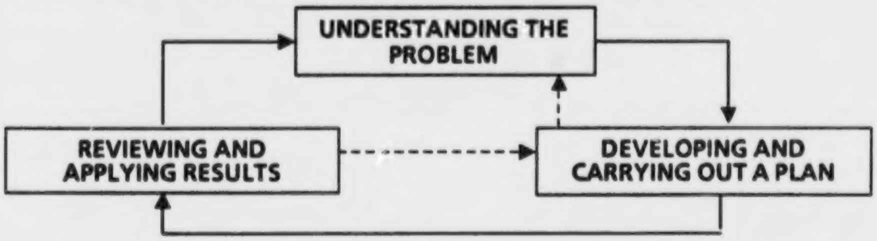
NARRATIVE WRITING (Grades 8 through 12)

Narrative writing encourages students to develop in the abstract domain. Provide opportunities for students to apply critical and creative thinking strategies (see Process), such as brainstorming, semantic webbing and mind mapping to expand their imaginative capabilities. The creative expansion of ideas may enhance students' abilities to think in the abstract, rather than the concrete mode.

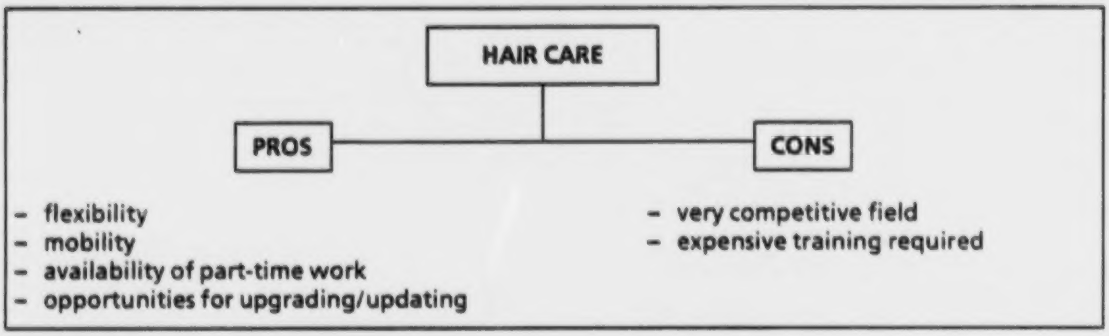
PROBLEM ANALYSIS WRITING (Grades 11 through 12)

The problem analysis assignment appears to take one step backward but actually takes a few forward. The step backward, if it can be so termed, is the focus on a personal problem; the steps forward result from the students' examination of several courses of action, options or feasible solutions in which they analyze the strengths and weaknesses of each.

Begin by providing students with a simple problem-solving framework such as:

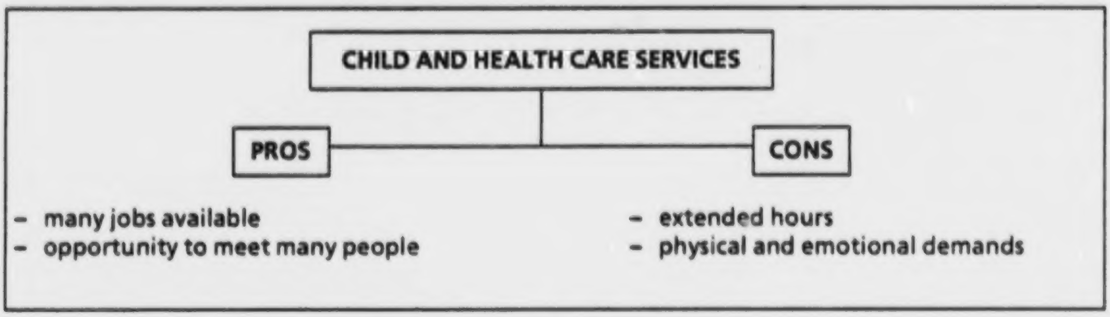

UNDERSTANDING THE PROBLEM
REVIEWING AND APPLYING RESULTS
DEVELOPING AND CARRYING OUT A PLAN

This type of analysis may appear sophisticated but students can usually comprehend it with relative ease when working with a familiar topic, such as a personal dilemma. Students may write about their confusion over an issue such as which occupational course they should choose. They should discuss the advantages or disadvantages of two or more choices before them and then weigh the pros and cons of each to arrive at priorities. For example, the student who is deciding whether to enrol in "Hair Care" or "Child and Health Care Services" may, in the prewriting stage, develop a semantic web as illustrated in the following:



PROS:
- flexibility
- mobility
- availability of part-time work
- opportunities for upgrading/updating

CONS:
- very competitive field
- expensive training required



PROS:
- many jobs available
- opportunity to meet many people

CONS:
- extended hours
- physical and emotional demands

The very process of examining the advantages and disadvantages, weighing priorities and looking for feasible direction is a skill that students will hopefully transfer to a problem analysis dealing with a more academic topic outside the personal realm. Such writing is often required in the other courses students may be taking.

RESEARCHING AND REPORTING (Grades 10 through 12)

Gathering knowledge is prerequisite to many assignments based on writing and abstracting from new material. Students must learn to acquire information both from within and outside of themselves, even though it may be a difficult leap for them to rely on the information and thought processes of others. (This assignment should not be attempted until students have developed strategies for solving problems independently.)

Information sources within oneself:
- What invention constructs (imagining)
- What memory stores (recalling)
- What logic infers (reasoning)
- What intuition reveals (meditating)

Information sources outside of oneself:
- What the environment shows (witnessing)
- What other people know (interviewing)
- What records store – books, films, tapes (researching)
- What experiments prove (experimenting)

Students will often be asked to interview a friend, a family member, or their employer, in assignments for occupational courses to gain insights into the world of work. Structuring an "I - Search" report as an integration assignment with these courses will be of great benefit to students. (See Writing, "I-Search Report".)

To report on information that originates from within themselves, students may choose to write a saturation report in which they not only observe and communicate but also experience a situation in order to complete the writing assignment. For example, they may simulate the experience of being handicapped (confined to a wheelchair for one school day, etc.) or living in extreme poverty (fast for one day, or only permitted to eat one bowl of rice, etc.).

A more demanding assignment would request students to synthesize information from two or more sources outside of themselves and analyze, evaluate and report.

PERSUASIVE WRITING (Grades 11 and 12)

Persuasive writing requires sophistication in social perspective taking. Initial role playing and role switching activities, such as the following, will help to set a focus:

> Divide the class into groups of four. On prepared cards, present students with a problem, as well as the names of four stakeholders (each student has one role to play). Begin the role playing by having each student role play their individual. Then, without warning, have students pass their cards to the right and assume the new role. For example, the problem could be cheating on exams from the perspective of the student, other students, the teacher and the principal.

In summary, IOP students must be given many and varied opportunities to write. These assignments must provide for success by incorporating individual student's needs and abilities. Any writing assignment can be adapted to provide for student success. Further ideas for structuring writing assignments can be found in:

- *Active Voice: A Writing Program Across the Curriculum*. James Moffett. Boynton/Cook Publishers Inc., 1981.

- *A Success Curriculum for Remedial Writers*. Gerald Camp, Regents of the University of California, Berkeley, 1982.

- *Talking into Writing: Exercises for Basic Writers*. Donald L. Rubin and William M. Dodd, National Council of Teachers of English, 1987.

- *A Sourcebook of Consequential Composing Activities*. Marlene Scardamalia, Carl Bereiter, Bryant Fillion. OISE Press, Toronto, 1981.

MEMORY WRITING: A MEMORABLE TIME

Purpose: To write a short composition (minimum of one paragraph) about a memorable time in your life.

Follow these steps in your writing.

A. Prewriting

1. Think about the times/events in your life that were happy/safe or frightening/sad. To aid your thinking, draw two columns. Label one "Happy/Safe" and the other "Frightening/Sad". Now jot down ideas from your past under each heading.

2. Decide which time from your past was the most memorable. Circle it. This will be your topic. Think about this topic and its importance to you. What would you like to convey to your reader about the topic? By thinking about your reasons for wanting to write about this particular topic, you will discover your purpose for writing and your main claim or thesis. Write this purpose down in a single sentence.

3. List at random as many details (supporting evidence) as you can about your topic, using all of your senses to recall it: sight, sound, smell, taste, touch. List thoughts and feelings that you had at the time or ones that occur to you now. List any descriptive words or phrases that come to mind.

   Put a check mark beside the details that you want to include in your writing. Number these items in an appropriate order.

B. Writing

Write (double spaced) the first draft of the assignment. You might want to begin with your central idea or thesis so that your reader/audience will know what you are going to write about, or you might just let the details of your account create the mood on their own.

Write freely, without worrying about grammar and spelling. Try to follow some form of organization so that your reader can easily follow what you are saying. For instance, a story (narrative) usually has a beginning, a middle and an end. Your organization can always be changed or improved upon in your next draft. The important thing at this stage is to get your ideas down on paper.

C. Revising

1. Read your writing to yourself first (aloud works best). Make any changes or notes to yourself in the margin . Then read it to your instructor or to a fellow student as directed. This step is a check for content, not mechanics. Your audience should check:

   - Is your main idea clearly expressed? Does your purpose come through clearly?
   - Is there good/sufficient detail to support your thesis?
   - Is there a logical, easy-to-follow development of ideas, or does the reader "get lost" at any point?

   Note these reactions to your writing, especially what your audience thought were the best parts or aspects of your writing.

2. Write a second draft, revising the first (not merely re-copying). Be prepared to add (more detail if required), delete (remove weak parts), move ideas (for better organization) or change parts of the original.

D. Proofread/edit

1. Re-read yourself and check for spelling, punctuation, grammar, word choice, etc. Use a dictionary and an English handbook if necessary.

2. Read it to your instructor or a fellow student as directed. Correct any remaining errors.

E. Publish

Write or word process a neat final draft.

Note: Label each draft (1st, 2nd, 3rd, final, etc.) and keep all prewriting lists, etc., so that it is clear which steps have been taken to produce the final writing.

MEMORY WRITING: DESCRIBING A FAMILIAR PLACE

Purpose: To write a paragra[illegible]/report that vividly describes a place.

A. Prewriting

1. Take a few minutes to brainstorm a list of places you've been to. Don't rush and don't censor your ideas. Just list any place that comes to mind. Make those places specific. If you list the Calgary Zoo, for example, list specific areas of the zoo you remember well. Visualize the place in your mind. This often works to trigger more ideas.

   Here are some suggestions to start you thinking. Think about . . .

   - specific places in your home
   - places out of doors, places with sand or water or cliffs, etc.
   - stores, schools, jobs
   - secret, dangerous or peaceful places
   - places you've known very late at night or very early in the morning
   - a highway, a street, a path
   - a place you knew when you were very young.

2. Look over your list and star a few places you have a feeling for, whether it is a positive or negative feeling. Circle the place that you recall the most vividly. This is your subject.

3. Freewrite (non-stop writing for ten minutes).

   Put yourself in the place you have chosen. For ten minutes direct your writing to describing that place in the present tense, as if you were there now. For example, "I am sitting on the steps looking down to the basement. It is dark except for the crack of light under the door . . ." (If present tense hampers you, then use past tense.) Try to include in your writing all of the details that you can recall; specific sounds, smells, tastes, textures, sights, etc.

   Write steadily, without rushing, without stopping, without editing your writing.

Re-read your freewriting and mark or highlight whatever ideas, words, or phrases you like. If more ideas come to you, list them at the end of your freewriting. (If you were not pleased with your choice of a place, choose another from your list and freewrite about it for ten minutes.)

B. Writing

Write the first draft of your paragraph of description. Take whatever ideas you liked from your freewriting and include them in this draft. Remember that you are trying to convey to your reader a strong sense of the place you recall. Begin with a general impression or mood of the place and then use specific/concrete details that appeal to the senses. Include images or comparisons that will help the reader to experience this place as you did.

C. Revising

Read your writing to yourself and make any changes that you wish to make.

Read aloud to instructor or fellow student(s) as directed. The audience should be reacting to the content and organization of the paragraph and should check such things as:

- Is it clear what place is being described?
- Does the writer give a general impression of the place?
- Are there specific/concrete details which support this general impression?
- Are there good, sensory details which appeal to the senses? Which senses?
- Does the writer use any imagery or comparisons to add vividness to the scene he describes?
- Is the description easy to follow? Is there a pattern to the organization of the details (near to far, top to bottom, inside to outside, etc.)?

Write the second draft (adding to, deleting, changing, reorganizing, etc.) based on the feedback you get from your reader/audience.

D. Proofreading/Editing

Proofread by reading work aloud to self first, and then to instructor or fellow student as directed. Check points of grammar, punctuation, etc. with an English handbook.

E. Publishing

Write or word process a neat final copy.

MEMORY WRITING: A BIOGRAPHICAL SKETCH

Purpose: To write a biographical sketch about a member of your family, someone you know well, or a historical/present important individual.

Length: approximately three paragraphs.

A. Prewriting

1. Begin by identifying your point of view toward the subject (affection, admiration, curiosity, irritation, tolerance, etc.).

   Now write a thesis statement (purpose of writing) that introduces the reader to your subject, makes the reader want to know more, suggests what details will follow, and conveys the writer's point of view about the subject (e.g., "My mother, bless her, is as stubborn and independent at 75 as she was as a young woman.").

2. Below your thesis statement, write three headings:

   Physical Details Personality Traits Life Experiences

   Now, list approximately ten details that support your thesis statement under each heading.

3. Read over your list and consider each detail. Does it support your thesis statement? If it doesn't fit, cross it off; or, if it seems like an essential element, modify or change your thesis statement in order to accommodate it.

4. Decide on a method of organization that will develop your thesis statement so that the reader will react to your subject in the same way that you do. To help determine a method of organization, look at your longest list of details. If it is personality traits, you might focus your writing on these details and use information from the other two only as needed to sharpen that focus.

B. Writing (first draft)

- Begin with a short introductory paragraph to introduce your subject in an interesting way and state the information in your thesis statement.
- Write one or two body paragraphs developing your point of view toward your subject according to the pattern of development decided upon.
- Write a short concluding paragraph, summing up point of view and/or ending with a clinching statement about your subject.

C. Revising

Read your composition aloud to a classmate, group or instructor. Your audience should consider:

1. What point of view was expressed by the thesis statement?
2. What details best support thesis statement?
3. Around which category was the sketch organized (physical detail, personality traits, life experiences, or a combination of two or three)?
4. What reaction did the writer lead you to have about his/her subject?

Write a second draft, revising original where necessary. This may involve adding details, deleting material, changing details or structure, etc.

D. Proofreading/Editing

Correct grammar, spelling, punctuation, and sentence structure. Reading aloud to another person is the best method to use for locating errors. If sentence fragments are a problem, read your composition backward, one sentence at a time. If a sentence unit does not make sense as read, consider attaching it to previous sentence or adding omitted information.

Use dictionary, handbook, etc., to check points of usage.

E. Publishing

Write or word process a final, neat copy.

A COMPOSITION OF OPINION

Purpose: To write a paragraph/essay on a person/issue you feel strongly about.

A. Prewriting

1. Take five minutes to write as many sentences as you can based on this model:

   "Some people think that . . ., but I think that . . ."

   e.g., Some people think that immigrants weaken Canada, but I think they make it stronger.

2. Pick one of your "seed" sentences and freewrite for ten minutes, developing the first part (what others think) and then the second part (what you think). Write freely without interruption.

3. Write an outline or draw a mind map for each opinion, using ideas from your freewriting. If you think of new ideas or details, add them to your outline.

B. Writing

Write the rough draft of a composition, developing ideas from your outline or map. Remember, the second paragraph should show a different (contrasting) opinion from the first paragraph or it should correct a misconception you described in paragraph one.

C. Revising

Read and revise your rough draft.

D. Proofreading/Editing

Read your corrected draft aloud to the instructor or a fellow student and correct the mechanics.

E. Publishing

Prepare a final, neat copy.

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I-SEARCH REPORT

Students may need assistance in developing research skills, such as locating and gathering information from secondhand sources, analyzing and evaluating the veracity of information, synthesizing information from a variety of sources and extracting needed information. A thoughtlessly assigned research project may become a lesson in plagiarism rather than a useful learning activity.

IOP students can, however, successfully research and report information. A logical starting point is to have students engage in an I-Search Report where the information must come directly to the student through activities such as interviewing or simulated experience (e.g., reporting on the plight of the disabled by experiencing confinement to a wheelchair for one day). The I-Search Report may require extensive time for both in-class and out-of-class activities. A time span of four to six weeks would be appropriate. Students should follow the steps below in creating an I-Search Report.

1. Choose a topic. Brainstorm/list several issues/topics/people that you are curious about. Select one for the I-Search Report.
2. Narrow the topic. List questions you want answered about the topic.
3. Determine what you already know and what you really need to know by making a chart:

WHAT I KNOW	WHAT I NEED TO KNOW

4. Confer with your classmates and brainstorm for sources of information on your chosen topic. Tell your group how you became interested in the topic and what you need to know. Ask them for suggestions, names, addresses, phone numbers of experts, and so on.
5. Extend your list of possible sources of information. Find experts or authorities, films, tapes, newspapers, magazines, etc.
6. Before you interview people about your topic, determine the most appropriate way to approach them; e.g., through an introduction, approaching individuals directly, using the telephone or writing a letter.
7. Schedule an interview time that is suitable to them.

   Prepare interview questions ahead of time to avoid questions that could be answered with "yes" or "no". (See Speaking, "Developing Questions".)
8. Know something about the topic before you interview. Approach your interviewee positively. Avoid "I'm sorry to bother you. I know you're a very busy person and don't have time to talk to little people like me. . . ." Authorities are usually busy or they wouldn't have become experts. They often appreciate helping others because it provides the opportunity to talk about something they enjoy.

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9. If you are concerned that experts may not have time to spare, begin by asking them where you might look for information and advice on your topic. You have provided them with the opportunity to refer you to other people or locations to obtain information if their time is restricted.

10. Take notes by jotting down any pertinent information you obtain from the interview.

11. Test and compare the statements of experts. Determine whether the expert is rated highly by peers, whether (s)he publishes in reputable publications, whether the company or institution is respectable and whether the facts and details support each other.

12. Consult both first-hand sources (people who talk to you about what they're doing, or objects and events you observe on your own) and second-hand sources (books, magazines, newspapers, or people who tell you about what others have done). Remember that experts are persons who know a great deal about something and they need not hold an official position or be a certain age.

FORMAT FOR AN I-SEARCH REPORT

An I-Search Report may be organized in four parts, according to the events that occurred during your search.

1. What I knew/did not know about my topic before I began the report.
2. Why I am writing this report (because the information will influence the individual's life rather than because the report was assigned).
3. Where I searched and the information I obtained.
4. What I learned and what I still need to know.

The I-Search Report may be written in a formal or informal manner.

Reference

Macrorie, Ken. *Search Writing.* Boynton/Cook Publishing Inc., 1984, pp. 62-65.

WRITING A REPORT

Purpose: To write a research report based on gathered information.

Use the following to:
- organize your report
- self-evaluate performance
- obtain peer and/or teacher feedback.

Evaluator:
Self = S
Peer = P
Teacher = T

Performance:
Very Good = VG
Satisfactory = S
Needs Improvement = NI

A. Generates ideas through prewriting activities, such as brainstorming, discussing, personal experience and incidental reading.

B. Selects a topic based on audience and purpose, such as interest, assignment, etc.

C. Gathers data from a variety of sources, using numerous methods.

Sources – libraries, community members, media.
Methods – surveys, interviews, guest speakers.

D. Organizes data, using a suitable strategy such as outlining, semantic webbing and mapping.

E. Writes a draft with an appropriate introduction, develops the topic, using personal experience, examples, supporting details and develops a suitable ending. Uses a word processing program (if available).

F. Edits the draft, using self-editing strategies, peer/teacher input, discussion with peers and teacher.

G. Writes a polished report based on edits. Writes on one side of the page, using double spacing. Selects an appropriate title.

H. Evaluates the product and process by re-examining the procedures and the resulting product.

Evaluator	Performance	Comments

WRITING POETRY

Teachers are encouraged to teach poetry within the context of the themes rather than as an isolated skills unit. The role of the teacher is that of a sensitive, stimulating, guiding reader.

The intent of poetry is to produce a mind picture for the reader and to provide the opportunity for self-expression. Poetry teaching, then, should focus on the expression of emotions and thoughts, rather than on the mechanics of poetry.

A supply of the following materials will prove useful:

- books of poetry
- recordings of poetry or songs
- magazines to cut
- pictures from the library or other sources
- blank tapes
- tape recorder.

The poetic forms addressed below, in ascending order of difficulty are: Free Verse, Found Poems, Couplets, Limericks and Haiku.

1. FREE VERSE

- Invite members of the class to suggest topics (e.g., sports, love, birds, cars).
- Have students select one of the suggested topics and write this on the chalkboard.
- Ask each student to write a word or phrase about the topic on the first line of a piece of paper and to fold the paper over that line two times, so other students cannot see what has been written.
- Students will then pass their papers to another student (back, forward, beside) who will then add a second line, folding and passing, as before. Students must not repeat a line or phrase they have used previously.
- Throughout the activity, encourage students to use vivid, descriptive words and phrases.
- After six or eight passes, collect and read these free verse class poems to the students.

Repeat this activity one or two more times with different topics. The topic selected will largely influence the humorous or serious nature of the resulting free verse poem.

Further descriptive words and phrases may be required at this point. Solicit a number of verbal descriptive words and phrases from students on a wide variety of topics, one topic at a time. A variation is to group students, assign a topic and recognize the group that produces the largest number of descriptive words and phrases.

- Have students peruse magazines to locate, list, and make collages or posters of descriptive vocabulary.

- Select examples of free verse poetry and ask volunteers to prepare and read these to their classmates.

2. FOUND POEMS

- Distribute magazines, newspapers, or other materials that may be cut up.
- Have students select a topic for a poem. Encourage them to choose a subject that is important to them.
- Ask students to skim articles and to cut out interesting and vivid words and phrases from these articles that will expand their topic.
- Have students glue their words and phrases on blank paper, select a title and decorate the page.
- Invite students to present their Found Poems to the class. (These will usually be free verse.)

3. RHYMING COUPLETS (1 - 1, 2 - 2, 3 - 3. . . .)

- Give students a word and have them respond with rhyming vocabulary. Select a student to list these on the chalkboard. Repeat with several words.
- Encourage students to use words of more than one syllable.
- Randomly circle two pairs of rhyming words from the above activity and, together, form sentences to make a four-line poem:

  e.g., She dreamed of playing NHL hockey (1)
  But was told the road may be too rocky (1)
  Dejected, she became an entrepreneur (2)
  and, using energy and brains, became the NHL owner. (2)

- Continue with three or more pairs of rhyming words. Remind students that a poem of any length, must express a complete thought.

  The waves escape violently from the sea
  And recede to leave the shore empty.

  What's this? From black violence unforgiving,
  A boy, who is still of the living.

  Though her ragings and turmoils remain,
  To save a precious life, she did tame.

- Encourage students to compose their own rhyming couplet poem by selecting words from the chalkboard.
- Provide opportunities for students to write and present "Raps" which tend to be a series of rhyming couplets. (See "RAP" example, p. 22.)

4. LIMERICKS (1 - 1 - 2 - 2 - 1)

Although the limerick pattern is relatively complicated, students find them fun and learn the pattern fairly quickly and easily.

- Begin by reading several limericks to the class.

- Teach the syllable pattern by asking students to tap their desk tops for each emphasized syllable as you read.

- Place on the overhead projector a limerick that has the last word of each line omitted.

- Direct the students to complete each limerick line with an appropriate word. This activity can be repeated several times with the same limerick as many words may satisfactorily complete the limerick.

- Invite students to write a series of limericks to decorate and place on the classroom wall.

  Students enjoy writing limericks about themselves, each other and teachers. Encourage this, provided ridicule of any nature is avoided.

5. HAIKU AND CINQUAIN

This poetic form, which originated in Japan, has two styles, the three-line Haiku and the five-line Tanku (often call Cinquain). Both styles are commonly referred to as HAIKU.

The three-line Haiku often answers one question with each line, as the following example indicates. The subject of the poem is in the first line, predicate in the second line and a time in the last line.

Sleek sailboat	(What/Who?)
Sliding on water	(Where?)
Crossing the finish line first.	(When?)

The five-line Haiku, or Tanku (Cinquain) begins and ends with a line containing only one word. The first line identifies the subject, the second line further describes the subject, the third line indicates behaviour or action of the subject, the fourth line expands the action and the last line contains a result of the subject's action.

Motorbike	(subject)
Lean, mean	(descriptor of subject)
Rages towards the ramp	(behaviour of subject: action)
Rockets through the air	(expands action/or shows feelings)
Crash!	(result)

- Teach Haiku through the use of examples. Display a sample of one style on the overhead and read, or invite students to read. Complete a Haiku with your students, using the overhead projector. Turn to samples in the textbook and read these together.

- Encourage students to compose a Haiku or Tanku. Emphasize that artwork is an integral part of Haiku poetry and that a Haiku poem is incomplete without including artwork. The artwork often consists of uncomplicated sketches.

- Invite a local artist, an art teacher, or an art student, to demonstrate sketching to the class.

EXAMPLE OF A RAP POEM (Rhyming Couplets)

A TALE OF TYSON

Well, there's this boxer from down in the south,
He had big arms and an even bigger mouth.
He had a perfect record, not one fall,
Till this gal put his back against the wall.

It started when they met, awhile ago,
She got to meet Mike cause of her ego.
They talked for a while then went on a date,
And before he knew it, she was his mate.

He's like an animal lost in a maze,
But his greedy wife said, "It's just a faze".
He felt like he was locked up in a cage,
Meanwhile his wife flew into a rage.

Well, a mean mass of man he came to be,
People paid lots for a glimpse to see.
The man of power, the 6 foot tower,
He soon became the man of the hour.

Mike returns to the ring, he looks and winks,
As he climbed on in, to fight Michael Spinks.
As Tyson hit hard Spinks saw the end,
And Mike got more cash for his wife to spend.

Well, this is the ballad of Mike Tyson,
Whose foes were scared he would slice and dice them.
His wife had money quite a large amount,
She took his bucks, put him down for the count.

The king of the ring, the dude named Don King,
Told Mike to leave and get back his ring.
She caused him money and she caused him pain,
Well, she almost drove the poor man insane.

Robin Givens is gone out of his life,
He learned his lesson and lost his wife.
Now he's back to normal as you can see,
Yes, "The Champ" and "Vamp" have made history.

Jeff Reinprecht
D.S. MacKenzie Jr. High School
Edmonton
March 20, 1989

RAFTS

During the prewriting activity, students need to focus on the writing variables. The structure of a RAFTS assignment can help students make decisions regarding the purpose, form, audience and tone of their writing. Teachers are encouraged to construct assignments for the students and show students how to brainstorm possibilities for writing.

The RAFTS assignment provides students with:

R – **a role** from which to do the writing. The role may be as intimate as the self or as impersonal as an inanimate object. The developmental readiness of the learner is an important consideration as some students have difficulty assuming roles that exist outside their realm of real or vicarious experiences.

A – **an audience** for whom the writing is intended. Students need to write for audiences other than the teacher. Variation in audience provides for diversity in the form and level of language used.

F – **a format** in which to write. Students need to experiment with a variety of formats which may range from lists to reports.

T – **a topic** about which to write. Topics need to relate to the role and audience selected.

S – **a strong verb** which aids the student in vocabulary selection and setting the tone of the writing.

Assignment Format

In a Role, to an Audience, write a Format about a Topic using a Strong verb:

e.g., As a basketball, to the team, write a list of instructions about ball handling and shooting, informing team members.

Students or teachers may alter the order of the RAFTS variables.

Sample variables for RAFTS:

Role	Audience	Format	Topic	Strong Verb
mechanic	drivers	commercial	car care	describing
sales clerk	consumers	news report	damaged merchandise	persuading
alien	humans	cartoon	dishwasher	analyzing

Resources

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988, pp. 2-27, 2-29.

LIBRARY SCAVENGER HUNT

PROCEDURE

- Prepare up to 20 task cards (see sample) which may enhance the students' skills in: selecting and locating information, reading for context clues, skimming/scanning, giving a definition, making inferences, etc. Refer to the Comprehension, "QAR Strategies" and Asking and Answering, "Model Questions and Key Words to Use in Developing Questions" for additional information.
- Books, magazines and newspapers needed to complete the task cards may be pre-selected and placed in bookstands. Alternatively, provide the author and title, and have the students locate the books on the shelves.
- Both the teacher and the librarian should be available in the library while students are working on the task cards.
- To avoid students completing the tasks in the same order, shuffle each stack of cards before distributing them and encourage students to follow the stacked order.
- Students will hand in the cards as they complete them.
- Mark the cards for the accuracy and completeness of the information.

SAMPLE

Name(s) ________________ Class ____________ Card #1

Guinness Book of Records, 1984 – Call no. _____
_____
_____

Refer to Chapter 10 "Human Achievements". Choose any three achievements that impress you. Give the name of the person and his/her achievement. (Each must be from a different page.)

1. Name ______________________________ page # ______________________
   Achievement ____
2. Name ______________________________ page # ______________________
   Achievement ____
3. Name ______________________________ page # ______________________
   Achievement ____

Task card activities must be planned by the teacher and the librarian in advance. The activity works well in any theme where students need to seek additional information from that available in the English classes. Students may work individually or in small groups.

NOTE-TAKING STRATEGIES

THE CORNELL SYSTEM

The Cornell System[1,2] is based on 5 R's – Record, Reduce, Recite, Reflect and Review. The Cornell System is illustrated below. The Cornell note-taking system will assist students in organizing facts and ideas and identifying key words and phrases.

Record – Record notes on the longer right-hand side of the page. Use consistent abbreviations. Write on every second line, which will allow you to make additions later.

Reduce – After class, reduce notes to key words, which are written in the left-hand summary column.

Recite – Test yourself (out loud or silently) by folding the page so that only the key word summary is exposed. Use these key words as cues to help retrieve the information written on the right-hand side of the page. This ideally should be done within 24 hours of the original note-taking.

Reflect - Manipulate the ideas contained in the notes. Think of ways the information in the notes links with what you already know. Draw diagrams.

Review – Self-test at least once a week for the next four weeks, and then regularly until exam time.

5 R's

Record
Reduce
Recite
Reflect
Review

NOTE-TAKING APPLICATIONS

A variety of note-taking strategies, using the 5 R's, may be applied when:

- note-taking from oral lectures, films, filmstrips, textbooks, or supplemental materials.
- integrating note-taking with a studying technique.

Encourage students to use mnemonic strategies to facilitate remembering and retrieval of the key words written in the left-hand margin.

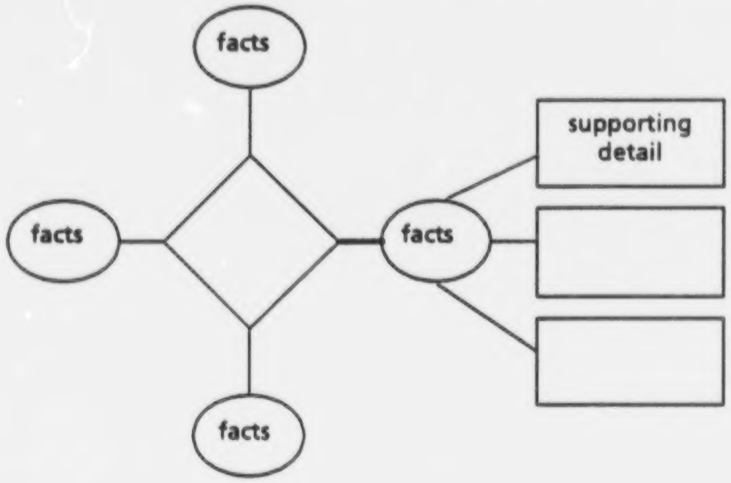
---

1. Pauk, Walter. *Perceiving Structure: How Are The Ideas Organized?* Skills At a Time Series. Providence, RI. Jamestown Publishers, 1985.
2. Pauk, Walter. *How To Study in College*. 2nd ed. Boston, MS. Houghton Mifflin, 1974.

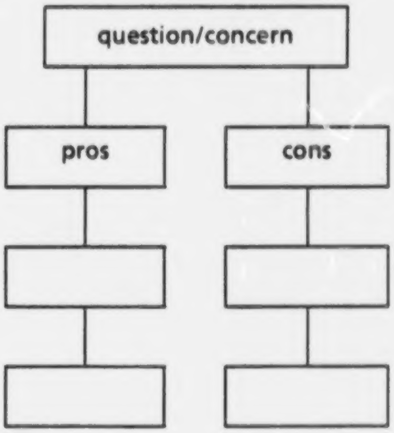
ORGANIZING FOR WRITING

Semantic webs or maps and comparative/contrastive maps can also be used as prewriting activities. Two simple configurations, which will help in forming an outline for the writing activity ahead, are offered as examples.

SEMANTIC WEB/DESCRIPTIVE MAP


facts
supporting detail
facts
facts
facts

COMPARATIVE AND CONTRASTIVE MAP


question/concern
pros
cons

Reference

See Process, "Critical/Creative Thinking Strategies".

OUTLINING

The following outline may aid students in organizing their thoughts during the prewriting stage.

Title

- I. Main Idea
  - A. fact
    - 1. supporting detail
  - B. fact
- II. ______________________________
  - A. ______________________________
  - B. ______________________________

OUTLINE MODEL

- I. **Introduction**
  - A. Background Information
  - B. Setting
    - 1. Time
    - 2. Place
  - C. Characters
    - 1. Main character(s)
    - 2. Secondary character(s)
- II. **Rising Action**
  - A. Initial Incident
  - B. Action
  - C. Conflicts
- III. **Climax**
- IV. **Falling Action**
- V. **Resolution/Denouement**
- VI. **Theme**
- VII. **Personal Response**

IDIOMS

Idioms are figurative expressions. They represent one concept in terms of another and, therefore, may be interpreted as being analogous. Research evidence is inconclusive as to how idioms are processed (longer, different and perhaps additional processing or retrieval from the lexical memory as one unit). Students may encounter difficulty in determining meanings of idiomatic expressions. Idioms are integral to everyday conversational language and should be addressed in English language arts programs.

Students should be helped to enlarge their knowledge of these interesting, colourful and often humorous units of language. Here are some suggestions:

1. Definition – Define and teach the idiom directly, since it cannot be inferred grammatically or be determined from literal translation. Use the context in which the idiom is used, whenever possible, and encourage students to investigate the original meaning of the idiom.

   e.g., Bite the bullet – from the 'old west'. Before the use of painkillers, Doctors would have patients place a bullet between their teeth to inhibit screams and/or to stop patients from biting their tongues.

2. Usage – Give the students a variety of opportunities to use common idioms in class. Ask students to make a poster illustrating some idioms they hear often or enjoy using themselves. Have students interpret the following idioms:

   - Bury the hatchet.
   - Spill the beans.
   - Open a can of worms.
   - Let sleeping dogs lie.
   - Beat around the bush.
   - Cat got your tongue?
   - Barking up the wrong tree.
   - Kick the bucket.
   - Booting it down the highway.
   - That's a horse of a different colour.
   - Flash in the pan.
   - Adding fuel to the fire.

   Organize teams to act out literal interpretations of assigned idioms for their opponents to guess, as in charades.

3. Application – The new knowledge of idioms needs to be applied outside of the class. Have the students compile a list of idioms they hear on TV or radio, and in the conversations of parents and friends.

Reference

Bromley, K. "Teaching Idioms", The Reading Teacher, December 1984, pp. 272-276.

SLANG AND JARGON

Slang and jargon are used every day in casual conversation and on the job. The expressions are often colourful, humorous and often defy grammatical analysis. Therefore, slang and jargon may be difficult to infer from context. Many of the strategies for determining the meanings of idioms apply equally well to teaching slang and jargon. (See previous page.) Additional suggestions include:

1. Have students brainstorm for slang and jargon associated with their favourite sport, and define these for the class; e.g., hockey: icing, slapshot, power play.

2. Have students list the slang and jargon associated with their occupational program, and prepare to share these expressions with the class.

3. Look through the classified advertisements of the newspaper (e.g., shared accommodation, houses for sale) and list the expressions and abbreviations frequently encountered. Discuss the ones that are hard to understand; e.g., light housekeeping room available; mother-in-law suite; etc.

4. Brainstorm for slang and jargon commonly used in the school. Discuss whether parents and others readily understand these terms. (Provide definitions for: case statements, time-out room, spare period, etc.)

5. Our language contains 'baseballese'. Have students give examples of how they use expressions associated with this sport; e.g., "He went to bat for me." "I think you're off base on that." "It was a smash hit." "Could you pinch hit for me?" "I'll take a rain check on that."

6. Various sources have recorded the following CB conversations between two truckers, breaking the silence of the long, lonely night. What do they mean?

   > "Breaker one-nine, this is Mean Machine looking for a southbounder on I-eighty with ears on. How 'bout it? C'mon."
   >
   > "Breaker one-nine for that southbounder, I got you wall to wall, Mean Machine. This is Caterpillar. You got a picture taker in a plain brown wrapper at two-o-one marker. What's your ten-twenty, good buddy?"
   >
   > "Breaker one-nine for Caterpillar. I'm at one ninety-eight marker. Thanks for the Smokey report. Put your hammer down and I'll shut your back door tight."
   >
   > "Breaker one-nine for Mean Machine. Ten-four, good buddy, I'll keep an eyeball on your front door. Keep your shiny side up and your greasy side down and Caterpillar'll catch ya on the flip flop. Ten-ten. Grinnin' and spinnin' we go!"

7. Locate and use resources that offer further suggestions for activities regarding the use of slang and jargon; e.g., *The Joy of Lex*, Gyles Brandreth, William Morrow and Company, 1980.

A CHECKLIST FOR ASSESSING WRITING

Purpose:To self-assess or assess the writing of others.

Topic/Title: ____________________ Author: ____________________

Date: ____________________ Assessor: ____________________

Use check marks (✓) to respond to the following statements.

What I like most about this piece of written work is that the author has:

Ideas and Organization

- selected an appropriate title ____
- stated the purpose of the writing clearly ____
- demonstrated control of the subject ____
- demonstrated that he/she knows the audience ____
- chosen an organizational pattern to suit the purpose ____
- used vocabulary that fits the organizational pattern ____
- written a clear concise topic sentence ____
- provided concrete supporting details and examples ____
- used transitional devices between sentences to enhance the flow and sequencing of ideas ____
- remained on topic ____
- developed ideas further by including appropriate pictures, charts or diagrams and effectively described these ____
- concluded by recalling the main point and summarizing ____

Expression and Mechanics

- selected words carefully
    - specific ____
    - concrete/abstract ____
    - colourful, descriptive, imaginative ____
    - vocabulary variety ____
    - sensitive to the reader ____
- included sentence variety ____
- avoided shifts in
    - personal pronoun use ____
    - verb tense ____
- maintained agreement of person, number and gender in
    - subject and verb ____
    - verb tense ____
- used correct punctuation
    - comma, period, question mark ____
    - exclamation, quotation marks ____
- avoided spelling mistakes in
    - predictable words ____
    - unpredictable words ____
- reflected pride/care for work by turning in work that is tidy, legible ____

Comments: ____

____

____

____

ASSESSING WRITING

FOCUS	MARKS		
	5	3	1
IDEAS AND CONTENT	The paper is clear and holds the reader's attention all the way through. • The writer seems to know the topic well and chooses details that help make the subject clear and interesting. • The writer is in control of the topic and has focused the topic well. • Important ideas stand out. The writer uses the right amount of detail (not too much or too little) to make the important ideas clear.	The reader can figure out what the writer is trying to say, but the paper may not hold the reader's attention all the way through. • The writer has some things to say, but doesn't seems to know quite enough about the main idea(s). • Some ideas may be clear, while others may be fuzzy or may not seem to fit. • The writer may spend too much time on minor details and/or not enough time on main ideas.	The paper is unclear and seems to have no purpose. • The writer has not thoughtfully explored or presented ideas; he or she may not seem to know the topic very well. • Ideas seem very limited or seem to go off in several directions. It seems as if the writer wrote just to get something down on paper. • Ideas are not developed. The paper may just restate the assignment.
ORGANIZATION	Ideas, details and examples are presented in an order that makes sense. The paper is very easy to follow. • Paper has an inviting beginning and an ending that works well. • Ideas, paragraphs and sentences are tied together so that the reader can see connections. • Details seem to fit where they are placed.	The writer has tried to present ideas and details in a way that makes sense, but the order may be unclear or may not work well. • The introduction and ending are there, but one or both may be weak. • Some details may seem out of place. Too much extra, unneeded information may get in the way of important ideas.	Ideas seem tossed together, and the paper is hard to follow. • There is no sense of beginning or ending. • Ideas are not tied together. They often seem out of order or seem as if they do not fit together at all. • In a story it may be hard to tell what happens first or next or last. • Often the reader cannot tell how the writer got from one point to another.
STYLE	The writer is very sincere, individual and honest. This paper stands out from the others. • The writer seems to care deeply about the topic. • The writer seems to speak right to the reader and to care about getting his or her ideas across. • Paper may show originality, liveliness, excitement, humour or suspense.	Writer tries to deal with the topic, but does not seem to get very involved. • Paper gets the ideas across, but only in a routine sort of way. The reader can almost guess what the writer will say next. • Instead of trying something new or unusual, the writer may repeat ideas everyone has heard or read before. • The writer seems to know that he or she has an audience, but does not write to that audience in a personal way.	The writer seems to make no effort to deal seriously with the topic. • The writer may not have understood the assignment, or may not have cared about saying anything serious or important. • The writer does not seem to be writing to anyone in particular or to care whether the words or ideas will make sense to anyone else. • The paper is flat and lifeless. It has no feeling.

FOCUS	MARKS		
	5	3	1
WORD CHOICE	Writer carefully selects words to make message clear. • Words are accurate, strong and specific. • The writer may experiment with new words or use everyday words in a new, interesting way. • The writer uses colourful expression and experiments with figurative language effectively. Imagery is well developed. • Words are fresh, original and fun to read.	The writer chooses words that get the message across, but only in a very ordinary way. • Words are very general or ordinary. • The writer may attempt some new words, but they may not fit. • The writer doesn't try for the "best" way to say something, but settles for any word or phrase that "will do". • "Big" words are used only to impress the reader. • The writer may rely on slang or cliches (the same words and phrases everyone has heard over and over).	The writer struggles with a limited vocabulary and has a hard time finding the right words to get the meaning across. • Words are vague and flat. • No new words are attempted. • Words create no clear images. • The writer may repeat words or phrases or may use words incorrectly.
SENTENCE STRUCTURE	Paper is easy to read and understand. It flows smoothly from one idea to the next. • The writing sounds natural (the way someone might speak), not choppy, awkward or forced. • Sentence structure is varied and adds interest. • Sentence structure is correct. Run-ons or fragments, if present, are effective. • The writing is concise (not wordy).	Most sentences are understandable, but not very smooth or graceful. • The reader may have to reread sometimes to follow the meaning. • The writer tends to start many sentences the same way. • The writer can use simple sentences effectively, but may have trouble with more complex sentences. • Run-ons or fragments, if present, may be confusing. • The writing may be wordy.	Sentence flaws make this paper hard to read and understand. • The writer does not seem to understand how words and sentences fit together or where one idea stops and another begins. • Sentences are often awkward, rambling and/or confusing. The writer may use many short, choppy sentences. • Writing does not follow sentence patterns people use when they talk. It is hard to read aloud. • Run-ons or fragments are confusing.
WRITING CONVENTIONS (Grammar, Capitalization, Punctuation, Spelling Paragraphing)	There are no glaring errors in writing conventions and the paper is easy to read and understand. • Punctuation is correct and helps the reader understand each sentence. • Spelling is accurate. • There are no major errors in grammar. (For example, subjects and verbs go together: "Mike and Bill ARE my friends.") • Paragraphs start and stop at the right places.	The reader can follow what is being said. However, there are enough mistakes that the reader SOMETIMES has difficulty concentrating on what the writer is saying. • Punctuation errors reflect hasty or careless editing. • Spelling errors sometimes cause the reader to stop or reread to figure out what is meant. • The reader notices some errors in grammar. (For example, subjects and verbs may not always go together.) • The writer tries to use paragraphs, but they may not always begin in the right places.	There are so many errors in conventions that the reader has a very hard time just getting through the paper. Some parts may be impossible to follow or understand. • The writer shows little understanding of how or when to use capital letters or punctuation marks. • Spelling errors are frequent and it may be hard even to guess what word is meant. • Errors in grammar are very common and stand out. • Paragraphs do not come at the right place. A long paper may be written as just one paragraph OR the writer may start a new paragraph with almost every sentence.

PEER RESPONSE SHEET

Name: ______________________ Date: ____________

Title: ______________________

Date: ______________________

Name of Author: ______________________

1. What do you like best about this item? ______________________

2. What is the main idea of the item? ______________________

3. Who is the intended audience? ______________________

4. What feelings were expressed by the author? ______________________

5. What would you like to know more about? ______________________

6. Complete the COPS chart below to evaluate the work.

C Capitalization	O Overall Appearance	P Punctuation	S Spelling

7. Express your opinion about this item: ______________________

READING PROCESS

I. Pre-Reading

1. ESTABLISHING THE CONTEXT

1. Focusing prior knowledge
2. Building background

through

- experiencing and observing
- sharing personal experience
- brainstorming
- discussing
- writing about personal experience
- interviewing
- asking and answering questions
- reading
- drawing
- listening to music
- looking at slides, photographs, films
- creating charts, diagrams, maps
- constructing models
- playing games
- role playing

2. FOCUSING ON THE READING TASK

1. Forming intention
2. Anticipating meaning through prediction of the intention, content, and structure of a selection
3. Previewing the text in order to apply appropriate reading comprehension strategies

through

- asking questions (students' own)
- working in pairs or small groups to generate questions
- skimming for information gained from
  - format
  - print signals
  - illustrations
- discussing organizational features of the selection
- reading a selected passage to develop a sense of how the selection is written
- using cloze procedures as a predictive technique
- using advanced organizers
- using group prediction activities
- webbing

II. Active Reading

3. READING AND COMPREHENDING THE SELECTION

1. Experiencing the selection in a variety of ways:
   - independent
   - guided reading
   - listening
2. Predicting, confirming, changing or rejecting predictions
3. Actively interrogating the text by asking questions, finding answers, and making comments

III. Post-Reading

4. RESPONDING, CONSOLIDATING MEANING

1. Reflecting on what has been read
2. Responding personally and critically in a variety of modes
3. Organizing meaning for oneself
4. Sharing meaning with others
5. Clarifying and consolidating meaning
6. Reshaping ideas and forming new inferences
7. Developing literary and communication skills
8. Responding creatively

through

- generating questions
- hypothesizing and sharing interpretations
- rereading selected passages
- presenting rehearsed oral readings
- making oral and visual presentations
- using discussions based on student-prepared questions
- retelling the story or parts of it
- dramatizing a story episode
- working out order of details
- determining meaning of individual words
- reading a whole paragraph to follow directions, providing a title for the paragraph
- using clozure procedures
- studying word meanings and structured features in context
- writing in a variety of formats
- examining features of style
- examining literary techniques

5. EXTENDING THE CONTEXT

1. Extending students' experiences with ideas in the selection
2. Extending students' language experiences beyond the text

through

- reading related literature
- writing a variety of forms (fictional, poetic, dramatic, documentary)
- viewing film, photographs, models, displays
- discussing ideas and experiences inspired by the selection
- representing in other media
- researching and reporting on self-selected or assigned topics
- reading for information
- organizing information by charting data
- interviewing and transcribing
- comparing and contrasting with other selections
- using puppets
- using improvisation or mime
- listening and responding to stories, poems, informational material, plays, music, conversations, environmental sounds presented "live" or on tape by teachers or students
- constructing models
- illustrating, drawing

For permission to reprint materials, grateful acknowledgement is made to the developers, The Language Arts Team, Program Services Centre, Calgary Board of Education, 1988.

DON'T FORGET USSR, DEAR

Reading improves with reading practice. Schedule *Uninterrupted Sustained Silent Reading* (USSR) or *Drop Everything and Read* (DEAR) time in the English language arts program.

Teachers are encouraged to make this experience relaxing and enjoyable, and to use this time to become more acquainted with students' independent reading interests. Teachers may share their reading preferences with students in an effort to indicate to students that reading can be a great pleasure.

The following may enhance USSR and DEAR time:

- Choose the time appropriately and make it routine
- Gauge the length of time carefully. Some readers may become frustrated with too much time spent on independent reading. Twenty minutes might be appropriate.
- Organize a reading centre with a wide variety of reading materials for students to borrow. Examples may include:
  - comic cartoon books with characters students find entertaining, such as *Garfield, Peanuts, B.C.*
  - magazines, such as Zoot, Super Racers, Motor Trend, MAD, CRACKED, Readers' Digest
  - high interest/low vocabulary novels, short story collections
  - newspapers.
- Avoid being overly judgmental about students' choice of reading materials. The major goal of USSR and DEAR is to have students read.
- Model reading selections by selecting the more appropriate reading centre materials such as National Geographic and Readers' Digest and reading these items yourself during USSR or DEAR.
- Observe the publications and stories that appeal to students and use these in the English class.
- Develop a book exchange shelf and include a selection of appealing books. Students must exchange a book from home that they have read and would recommend to others with a selection from the exchange shelf. Observe and record the reading selections and authors that are popular early in the year and compare these with observations at the end of the term to determine if students' interests and/or reading habits change.

READING SURVEY

Name: ____________________ **Date:** ____________________

1. Suggest a different title for the selection you have just read. Try to capture the sequence of the selection in your title, but keep it short: ____________________

2. Two key ideas or concepts in this selection are:
   - ____________________
   - ____________________

3. Three details or facts you would like to remember from this selection are:
   - ____________________
   - ____________________
   - ____________________

4. What did you find especially interesting or surprising in this selection? ____________________

5. Indicate any words, sentences, or paragraphs in the selection you would like to discuss in class:

   Page: ____________ Word, sentence line, paragraph number: ____________

   Page: ____________ Word, sentence line, paragraph number: ____________

   Page: ____________ Word, sentence line, paragraph number: ____________

6. If the author of this selection were available to you, what questions would you ask or what comments would you make to him or her? ____________________

   ____

   ____

7. What, if any, mental images did you form while you were reading this selection? ____________________

   ____

8. Rate this selection by marking an X on the lines at the points that indicate your perceptions.

Very Interesting	Not Very Interesting
Very Easy to Read	Not Very Easy to Read
Very Informative	Not Very Informative

USING COMIC BOOKS AND CARTOONS IN THE CLASSROOM

Comic/joke books and cartoons are highly favoured reading materials for students. Teachers are encouraged to use these visual, humour-oriented resources to strengthen student development in making predictions, developing vocabulary, recognizing sequence of events, retelling a story, recognizing cause/effect relationships, etc. The use of comic books and cartoons in the classroom may also serve to:

- motivate students to read
- expand cognitive and basic skill development in students
- entertain students
- further develop a sense of humour in students, which is an important social skill
- enhance student interaction.

Four categories of humour which may be understood by students are:

- PHONOLOGICAL humour is derived from similar sounding words:
  e.g., What did the judge say when the skunk wandered into court? – Odour in the court.
- LEXICAL humour is derived from using words with multiple meanings:
  e.g., Order! Order in the court! – Ham and cheese on rye, please.
- COGNITIVE INCONGRUITY humour is based on alternative groupings or interpretations of words or word segments:
  e.g., What flower likes to be kissed? – A tulip.
  What animal can jump higher than a house? – Any animal. Houses can't jump.
- METALINGUISTIC humour is derived from the form of the language rather than its meaning:
  e.g., What is the end of everything? – the letter g.

SUGGESTED ACTIVITIES

1. Cut off the last frame of a cartoon strip and have students predict an outcome.
2. Have students invent words to correspond to the **sounds** in the cartoon (e.g., sok! screech! bam!).
3. Remove the punctuation marks from the cartoon strip and have students replace the punctuation.
4. Remove the words from the balloons of a cartoon strip such as "Hi and Lois" or "Garfield". Have students complete the cartoon, using original dialogue of their own. Encourage students to share these with classmates.
5. Have students highlight and explain slang expressions.
6. Have students highlight words used in an unusual way and have the students explain them.

7. Listen to students' jokes, noting the level of cognitive complexity.
8. Encourage students to present original or other jokes to the class.
9. Invite the art teacher to class, or obtain art books from the library to assist students to sketch cartoon characters. Have students develop original cartoon strips to share.
10. Have students clip the same cartoon strip for ten days and make inferences about the cartoon characters based on their conversation, dress and gestures. Students must be able to cite examples and details to support their insights into the characters.

AN ACTIVE APPROACH TO WORD LEARNING

As students mature and enter the workplace, there is an increasing demand on them to acquire an expanded and refined vocabulary. Developing technical language and gaining understanding of the specialized meanings of common words are examples of these demands as students move from one subject area to another and from school to the community.

To assist students in developing their vocabulary:

- vocabulary should be selected by students
- opportunities should be provided for students to develop strategies required to enhance independent vocabulary developed.

Encourage students to self-collect vocabulary by following these steps:

1. Have students bring to class words that they believe the entire class should learn. Students are encouraged to choose words they hear or see in their own environment (e.g. words heard on television, in conversation, in a textbook, in pleasure reading, or in the newspaper) thus placing an emphasis on the words in context.

2. Have students write their words on the chalkboard immediately upon entering the classroom. Each student will identify his or her words, where they were found and the reasons why the class should learn them.

3. By consensus the class narrows the list by eliminating duplications and words that are known by the majority of class members and by keeping high frequency words or words they judge to be highly important.

4. Have individual students suggest meanings for the vocabulary terms remaining.

5. Discuss the definitions as a class to clarify, refine or extend definitions. During this process, students should record the words in their vocabulary journals, along with the definitions agreed upon in class. (Individual students may also retain one or more words that were eliminated from the class list.)

6. Use the new words in a variety of ways to provide practice: making or solving crossword puzzles; writing sentences, dialogues, stories, jokes; researching the history of a word.

Reference

Haggard, Martha. "The Vocabulary Self-Collection Strategy: An active approach to word learning", Journal of Reading, December 1982, pp. 203-207.

MAKING A CROSSWORD PUZZLE OR A WORD FIND

Step 1: Identify a given list of words or make a list of words that pertain to a particular topic.

Step 2: Write the words on the grid, interlocking letters as often as possible, going across and down the page.

Step 3: Lay another sheet of paper over the grid and trace only those squares that contain letters. Or, with a felt tip marker, shade unused squares to form a dark background.

Step 4: Number the first square of each word in the upper left corner.

Step 5: Number the "clues" or definitions in the same order as the words are numbered on the grid and place clues at the bottom or on a separate sheet of paper.

CROSSWORD PUZZLE GRID

READING RATES

Students with reading difficulties lack flexibility in their reading rates and often display silent reading rates of approximately 200 w.p.m. Average readers process print at approximately 300 w.p.m., skim at 600-800 w.p.m. and scan for information at 1000+ w.p.m.[1] Students must become increasingly able to evaluate the reading task and to adjust their reading rates according to the task demands which may include:

- locating a phone number in the phone book
- locating the time and channel of a TV program in the TV guide
- perusing the newspaper to get a global idea of the news
- reading a news story for detail
- reading for subject related information
- reading math problems.

Occasionally a combination of the three strategies of skimming, scanning and intensive reading is required.

SKIMMING

The purpose of skimming is to obtain an impression or general overview of the content.

- **preview skimming** – skim to obtain the main idea of the material and the author's organizational style. The material will be read intensively later.
- **overview skimming** – limited time is available for reading and the student chooses to read shortened, simplified or interpreted versions, rather than the original material.
- **review skimming** – the material is re-evaluated. This is an important study skill.

SCANNING

The purpose of scanning is to locate specific points or answers to questions. Students should be taught to look for:

- graphs
- tables
- illustrations
- headings or sub-headings
- words/phrases appearing in boldface or italics
- specific words or phrases to locate information.

INTENSIVE READING

The purpose of intensive reading is to master the reading content. Various strategies can be taught (see Process, "SQ3R Strategy" and "Multipass: A Study-Read Strategy").

Teachers can prepare a study guide to help the students process the text. A sample is provided in Reading, "Reading Survey".

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[1] Alley, Gordon, and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods.* Love Publishing Company, Denver. 1979, p. 83.

USING ORAL READING TO ASSESS COMPREHENSION

The main purpose of oral reading is to inform the audience. Oral reading can also be used to monitor the reader's comprehension in the instructional program. At the conclusion of the oral reading activity, the reader should have the ability to retell and/or summarize:

- the sequence of events
- the main idea
- supporting detail.

Some students experience difficulty reading orally to an audience of peers. To decrease this fear, teachers should schedule time to listen one-on-one to unprepared oral student readings. Whether group or individual oral reading activities are organized, a variety of questions may be addressed, such as the following.

- How does the oral reading rate compare to the silent reading rate? The following chart provides a guideline for estimating reading rates on narrative type reading materials.

	WORDS PER MINUTE	
level	oral	silent
primer → 1	60	60
2	70	70
3	90	120
4	120	150
5	120	170
6	150	245
7+	150	300

Note that the silent reading rate should be increasing rapidly compared to the oral reading rate.

- Does slowness in reading rate reflect an overemphasis on letter-by-letter decoding by the student? If this is true, the student may not have sufficient "mental space" remaining to process the print for comprehension. Slowness may further reflect lack of factual knowledge, conceptual frameworks and mental elasticity.

- Does slowness in reading rate indicate the material is too difficult for the student to read independently? Have the student complete a cloze exercise to help ascertain whether the material is at an independent, instructional or frustration level. (See Comprehension, "Using a Cloze Procedure".)

- What strategies are students using to determine the meaning of unknown words (phonics, structural analysis, or context clues)?

- What errors does the student make that may require specific remedial attention?

Organize a system for calculating oral reading miscues. A flexible approach is advocated where emphasis is placed on the miscues that interfere with the message or indicate an inability to decipher an unknown word. The following system may be useful:

BEHAVIOUR	
Reversal	saw (Sees "saw" for "was".)
Hesitation (prolonged)	John ✓ galloped . . .
Omission	He had written but I ignored him.
Addition	He ^had wrote to Henry.
Substitution or mispronunciation	She was a ~~lovely~~ pretty girl.
Awkward phrasing	I saw / a cat in / the window.
Word supplied orally by teacher	Give me a field of daffodils for a bed.

ORAL READING SAMPLE

The bay horse moved quickly to the inside of the track. Mud flew up from his ✓ hooves as he hit the soft, wet ground. ~~Several~~ Some other horses raced alongside the big bay ^horse forcing him to run near the rail. Slowly the jockey moved his horse away from the soft ground and back to the firm ~~part~~ place of the race track.

As the / crowd cheered the / bay caught and passed the / leaders. Ahead the finish line waited. ✓

Victory looked certain.

References

Harris, Larry, and Carl B. Smith. *Reading Instruction Through Diagnostic Teaching*. Holt, Rinehart and Winston, Inc., N.Y. 1972.

Harrison, Colin. *Readability in the Classroom*. Cambridge University Press, N.Y., 1980.

CONTEXT CLUES

Extracting meaning from context clues involves understanding the redundancy features of language. Students must shift from seeing reading as a process of decoding print, to seeing reading as a process of determining meaning.

Smith (1978)[1] states that redundancy has four components:

- the visual system – what the word looks like
- the semantic system – the meaning of the word
- the syntactic system – the use of grammar
- the orthographic system – the spelling of the word.

All readers need to make use of the above four systems to ensure success at extracting meaning from context clues.

Model a strategy for using instruction mediation[2], such as talking aloud to expose the thinking process. (See Process, "Teaching a Thinking Strategy".)

While instructing students to look for context clues, an effective teacher may say:

> T: "... look for clues in the context. Remember, the context refers to the words before the new word or the words after the new word. Sometimes they are words in a different sentence close to the new word."
>
> The teacher continues to verbalize personal thoughts while using the strategy and emphasizes that a mental process is to be used:
>
> T: "... put the clues together with what you already know about that word and decide on the meaning."
>
> Finally, the teacher should emphasize learning the skill and process so that it can be used to read outside of the class:
>
> T: "This is a skill you can use while reading material, such as the newspaper, your social studies book, or your library book. Any time you find a word that is new to you, you can use this skill, to assist you to determine the meaning."

Modelling strategies and providing opportunities for students to practise strategies will assist students to develop and apply context clues to determine meaning.

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1. Smith, Frank. *Understanding Reading*. Holt, Rinehart and Winston, N.Y., 1978.
2. English 16 *Program of Studies/Curriculum Guide*, p. 29.

The following strategies may be used by students to determine meaning from context clues:

- Encourage students to focus on the message in the punctuation.
- Have students observe the spelling of the word and complete a structural analysis activity, focusing on prefixes, suffixes and root words.
- Direct students to read around the word and not to stop reading at isolated words. Rather, encourage the students to read to the end of the sentence or passage. Often, the meaning will become clearer.
- Encourage students to read with a highlighter pen and to use it to identify unfamiliar vocabulary. Use the selected vocabulary to determine the redundancy component requiring further reinforcement.

Determining meaning from context clues is not always possible while reading in other subject areas, since the context may contain technical vocabulary and a heavy conceptual load. Teachers are encouraged to provide opportunities for students to select and apply appropriate strategies when determining word meanings, using various materials.

USING A CLOZE PROCEDURE

The **cloze procedure** was developed by Wilson Taylor (1963) as a tool for testing reading comprehension. In a modified form, the procedure may be suitably used with students to:

- develop reading skill
- measure readability
- test for comprehension
- diagnose individual reader's strengths/weaknesses.

PROCEDURE FOR DEVELOPING AND ADMINISTERING A MODIFIED CLOZE

1. Choose a reading passage of approximately 350 words. The passage should be one that students have **not** previously read.

2. Leave the first two sentences intact and delete every **seventh** word thereafter. (**A,** an and the are not to be deleted. Instead delete the next word.) Leave the last sentence intact.

3. Retype the selection replacing the deleted word with a blank of standard length (12 letter spaces).

4. Have the students read the passage and fill in the blanks. This activity should not be timed.

5. Count the number of correct responses. The wording must match the original **exactly**. Spelling, however, does not count.

6. Calculate the percentage of correct responses.

7. Use the following **guidelines** to estimate students' ability to read **narrative style** material effectively. (These scores are not to be treated as rigid cutoff points.)

60-100 percent:	independent level – the student can read without help
45-60 percent:	instructional level – the student can read with help
0-45 percent:	frustration level – unsuitable for reading

8. Use these **guidelines** to estimate students' ability to read **expository** style material – that is, material containing explanations of concepts, which is material largely found in textbooks, and that students must read.

55-100 percent:	independent level
40-55 percent:	instructional level
0-40 percent:	frustration level

ALTERNATIVE TECHNIQUES FOR USING THE CLOZE PROCEDURE

1. The Maze Technique (Feely, 1975)

   Offer a multiple choice format for each blank. Three alternatives are provided for each blank in random order: 1) the correct word; 2) an incorrect word of the same grammatical class (e.g., verb, noun, preposition); and 3) an incorrect word of a different grammatical class. The maze is more difficult to prepare, but it is less threatening and difficult for students to complete than the cloze procedure.

   For example: Many ______ (numbers, varieties, sleek) of wild cats are found on the continents of Africa and Asia including lions, tigers and leopards (answer – varieties). Suggested maze readability cutoff points are:

92-100 percent:	independent level
80-91 percent:	instructional level
75 percent or less	frustration level

2. The Cloze Procedure with a Word List

   Prepare a reading passage following the steps outlined above. Provide a list of the deleted words, in random order, from which students then select the appropriate word for each blank. This alternative may also prove less threatening to students. An example of this procedure is on the following page.

   Note: *With all techniques, the key to using the cloze as a tool for developing reading skill is discussion after the completion of the exercise. Students should be encouraged to verbalize reasons for selecting a particular word. Immediate reinforcement and feedback regarding the correctness of the students' guesses and the strategies the students used to arrive at their answers will make the cloze an excellent teaching technique in all subject areas.*

Teachers are encouraged to select textbook and additional reading materials from other subject areas to assist students to become increasingly familiar with course content.

References

Bormuth, J.R. "Cloze Test Readability: Criterion Reference Scores", Journal of Education Measurement, 5, 1968, pp. 189-196.

Feely, T.M. "How to Match Reading Material to Student Reading Levels: The Cloze and the Maze", Social Studies, 66, 6, November/December, 1975, pp. 249-252.

Harrison, Colin. *Readability in the Classroom.* Cambridge University Press, 1980, pp. 84-108.

Taylor, W.L. "Cloze Procedure: A New Test for Measuring Readability". Journalism Quarterly, 30, Fall, 1953, pp. 415-433.

SAMPLE OF A CLOZE ASSIGNMENT

BASIC HAIR CARE – BRUSHING AND COMBING

Brushing and combing the hair stimulates blood circulation. Good circulation guarantees that each hair root gets plenty of oxygen, which leads to healthy, long-lived hair. It also removes the loose scales 1) ________ on the scalp and distributes the 2) ________ evenly through the hair.

Brushing and 3) ________ must be done correctly, though, to 4) ________ the hair. Use a firm, regular 5) ________, but avoid rough handling which could 6) ________ the scalp and injure the individual 7) ________ – breaking them off and splitting the 8) ________. Concentrate mainly on the scalp. Pull 9) ________ through the hair close to the 10) ________ in a smooth motion; repeat until 11) ________ feels warm and tingly. If hair 12) ________ long, hold the hair firmly with 13) ________ hand at about ear length and 14) ________ the brush through to the ends.

15) ________ long hair (more than 6 inches 16) ________ shoulder length) should not be brushed 17) ________ through to the ends in one 18) ________. Instead run the brush from the 19) ________ through about 8 inches of hair; 20) ________ hair at this spot with the 21) ________ hand, then run the brush through 22) ________ the ends. Continue this staggered-section 23) ________ until all the hair is brushed. The 24) ________ of a free hand as a 25) ________ anchor during brushing minimizes strain on the 26) ________ shafts and roots and prevents needless 27) ________ out or breaking.

When the hair 28) ________ the scalp and the very long 29) ________ of hair have been brushed, put the 30) ________ down and brush the hair from the 31) ________ of the neck toward the top 32) ________ the head. Brush in short, regular, 33) ________ strokes, the whole way around the 34) ________ of the head.

This type of 35) ________ should be done about once or 36) ________ a week, just before a shampoo. 37) ________ if hair is washed more frequently, 38) ________ this heavy brushing no more than 39) ________ a week. Excessive brushing can make 40) ________ too oily and loosen a set.

41) ________ washing, drying and/or setting, gently 42) ________ and smooth hair into place. Once a 43) ________ brush the hair 44) ________ a firm, smooth manner. Don't try 45) ________ make scalp tingle or to reach 46) ________ parts of the hair. Just brush the 47) ________ of the head and surface of the 48) ________ to distribute oil and remove dust 49) ________ dirt – ten or twelve strokes should 50) ________ this.

Combing requires the same care 51) ________ brushing. Do not yank at a 52) ________, as that will pull out hair. 53) ________ of a cream rinse and conditioner 54) ________ shampooing will prevent tangling and make 55) ________ easier to comb wet hair.

Choose 56) ________ and brushes of good quality. Combs 57) ________ have even, closely spaced narrow teeth 58) ________ smooth rounded edges. Nylon or hard 59) ________ combs usually fit this description and 60) ________ good choices since they will not 61) ________ the scalp or break hair. A 62) ________ brush or one with soft, round-tipped 63) ________ is best for hair and scalp. 64) ________ stiff bristles with squared-off tips that 65) ________ scratch scalp or crack and split 66) ________. One good type of brush has 67) ________ set in a layer of rubber 68) ________ cushions the brushing stroke.

Wash combs and brushes as often as needed. (Follow special directions which come with wooden-handle brushes.)

BASIC HAIR CARE – KEY

1. accumulated
2. oil
3. combing
4. benefit
5. stroke
6. damage
7. hairs
8. ends
9. brush
10. scalp
11. scalp
12. is
13. one
14. run
15. Very
16. below
17. clear
18. stroke
19. scalp
20. hold
21. free
22. to
23. brushing
24. use
25. holding
26. hair
27. pulling
28. on
29. strands
30. head
31. nape
32. of
33. firm
34. back
35. brushing
36. twice
37. Even
38. do
39. twice
40. hair
41. After
42. brush
43. day
44. in
45. to
46. all
47. top
48. hair
49. and
50. do
51. as
52. tangle
53. Use
54. after
55. it
56. combs
57. should
58. with
59. rubber
60. are
61. scratch
62. natural bristle
63. bristles
64. Avoid
65. can
66. hair
67. bristles
68. which

A total of 68 words were omitted from the foregoing selection. Using the guidelines for **expository** style material:

A score of 37 or better: Student is reading at the **independent** level.

A score of 27 to 36 : Student is reading at the **instructional** level.

A score of 0-27: Student is reading at the **frustration** level.

Note: The **key** to the effectiveness of a cloze activity is the follow-up discussion with the class to correct mistakes and to gain insights into strategies that are working for the students.

VOCABULARY FOR ORGANIZING, SPEAKING AND WRITING

SIMPLE ENUMERATION

- first
- to begin with
- second
- also
- too
- furthermore
- moreover
- besides
- again
- in addition
- next
- then
- most important
- equally important
- finally
- last
- in fact

GENERALIZATION PLUS EXAMPLE

- for example
- for instance
- in other words

TIME OR SEQUENCE

- first
- second
- next
- finally
- on (date)
- as
- when
- now
- before
- later
- after(wards)
- not long after
- following
- in the meantime
- while
- soon
- subsequently
- at last
- after a short time

CAUSE AND EFFECT

- accordingly
- as a result
- because
- consequently
- hence
- since
- therefore
- for this reason
- this led to
- so that
- nevertheless
- if . . . then
- thus
- the conclusion
- on account of
- owing to

COMPARISON – CONTRAST

- at the same time
- although
- but
- however
- conversely
- in spite of
- despite
- on the other hand
- nevertheless
- notwithstanding
- as well as
- not only . . . but also
- either . . . or
- while
- unless
- in comparison
- in contrast
- still
- yet
- on the contrary
- likewise
- similarly

SEMANTIC WEBS AND MAPS

A semantic web or map is a graphic display of the relationship between major and minor ideas. A basic web consists of a core question or issue, and a network of nodes or strands which, taken together, display the relationship of the whole to the parts, and the parts to the whole.

Semantic webs and maps may:

- serve as graphic organizers, assisting students to process new information as they read
- help plan writing
- assist students to organize and integrate information.

The teacher may use webbing and mapping as diagnostic tools to determine:

- the information students derive from a story, article, film, video, recording, presentation, etc.
- students' capabilities to construct categories and relationships.

The purpose of the activity will dictate when and how semantic webbing and mapping strategies will be used.

- Pre-reading
  - students may brainstorm, using titles, headlines, etc., and make predictions about the reading, viewing or listening activity.

- During reading
  - students complete a web map as they read, verifying from the text reasons for their selections. Explicit and implicit text clues are written in the boxed nodes or along the strands.

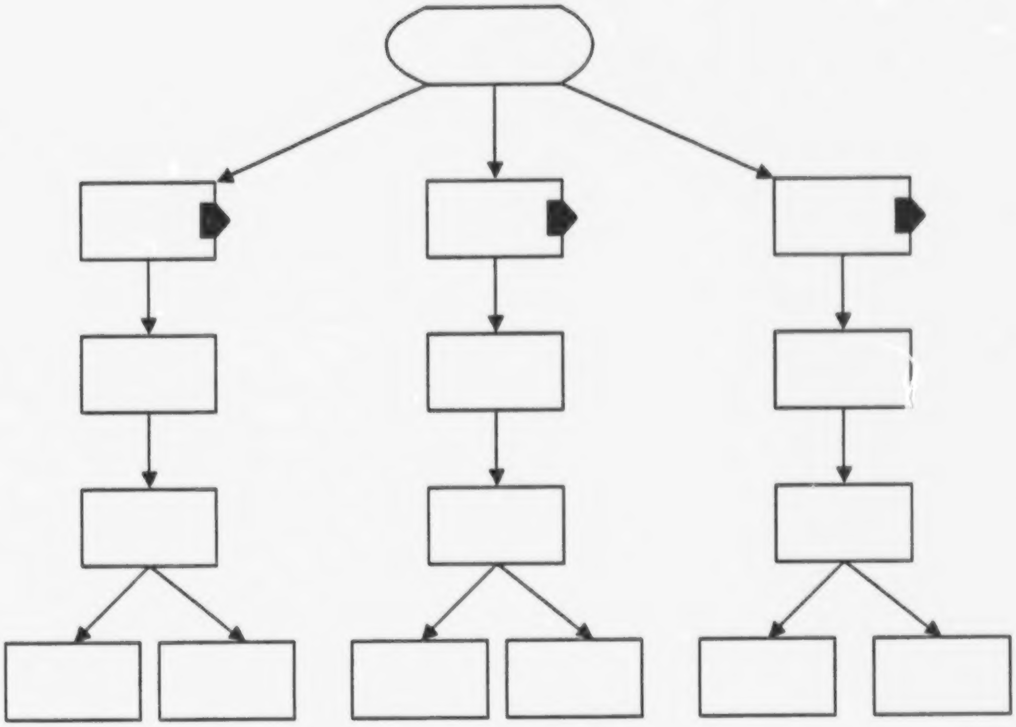
- After reading
  - students may summarize the main events of the story or the characteristics of the individuals in the story.

- Prewriting
  - students may use a semantic web or map to initiate an original writing assignment.

Samples of semantic webs and maps are contained on the following pages.

A. Narrative Sequential Map (time order)
B. Descriptive or Thematic Web
C. Expanded Descriptive or Thematic Web
D. Comparative and Contrastive Web
E. Expanded Comparative and Contrastive Web
F. Listing and Classification Web
G. Problem/Solution Web

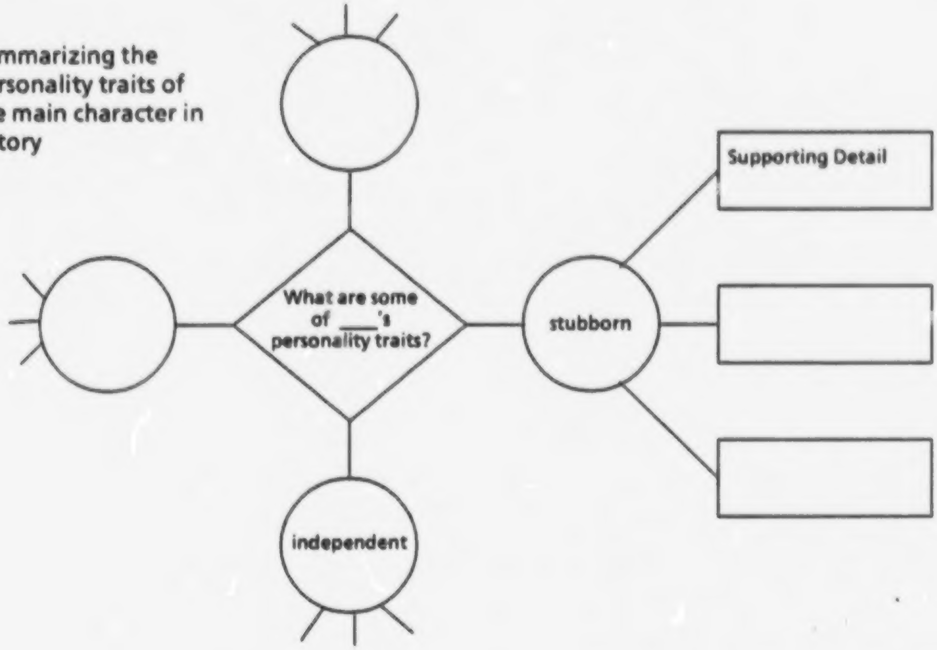
A. NARRATIVE SEQUENTIAL MAP
(time order)



This "map" configuration can be used to display visually:

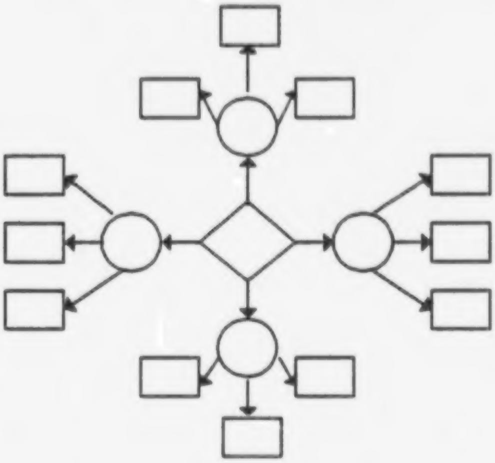
- the steps in following instructions (e.g., following a recipe)
- the chronological order of a sequence of events (e.g., reporting on an accident).

B. DESCRIPTIVE OR THEMATIC WEB

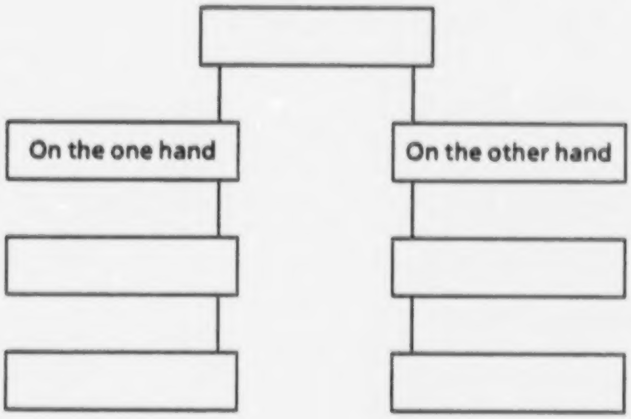

What are some of ____'s personality traits?
stubborn
independent
Supporting Detail

Summarizing the personality traits of the main character in a story

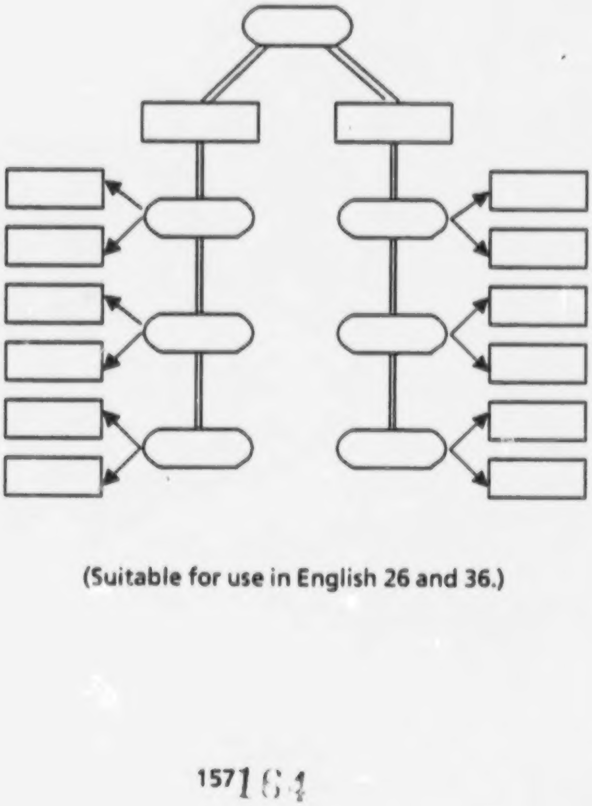
C. EXPANDED DESCRIPTIVE OR THEMATIC WEB



D. COMPARATIVE AND CONTRASTIVE WEB

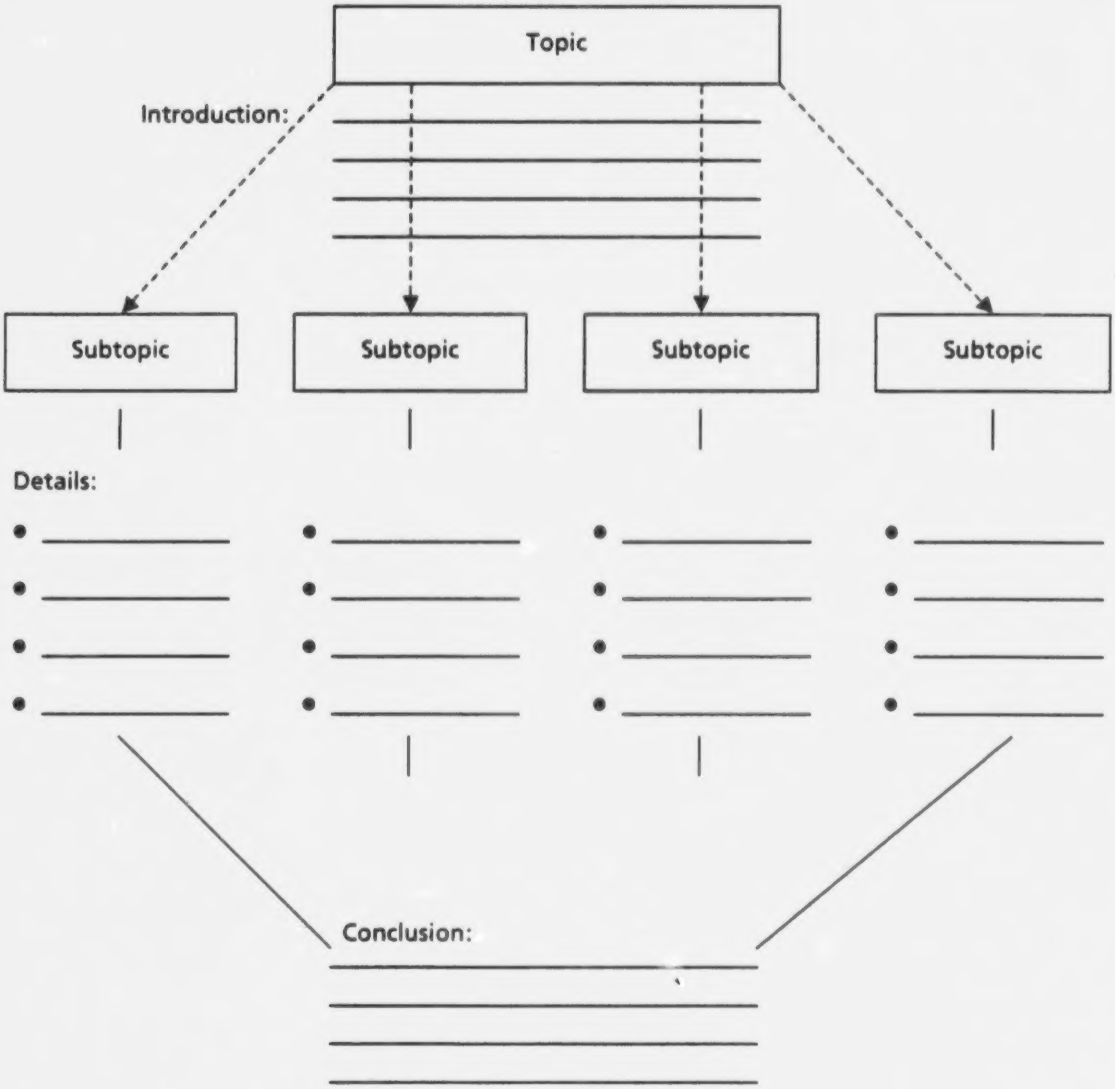

On the one hand
On the other hand

E. EXPANDED COMPARATIVE AND CONTRASTIVE WEB



(Suitable for use in English 26 and 36.)

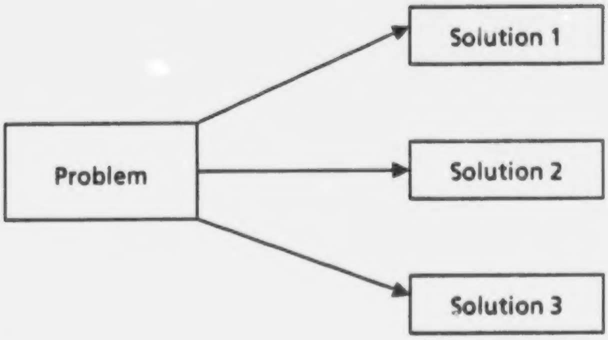
F. LISTING AND CLASSIFICATION WEB
(suited for expository discourse)

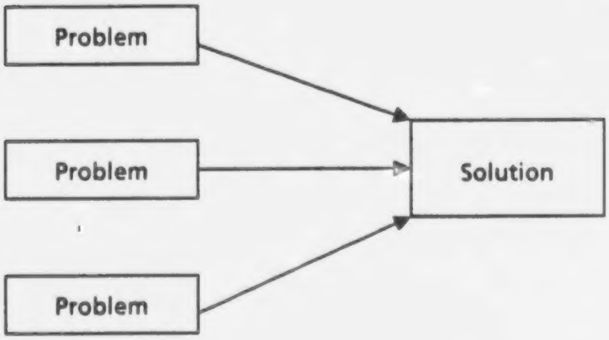

Topic
Introduction:
Subtopic
Subtopic
Subtopic
Subtopic
Details:
Conclusion:

(Suitable for use in English 26 and 36.)

G. PROBLEM/SOLUTION WEB

(if . . . then)


Solution 1
Problem
Solution 2
Solution 3


Problem
Problem
Solution
Problem

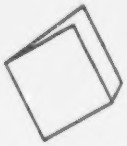
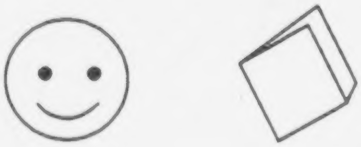
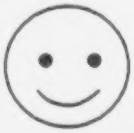
(Suitable for use in English 26 and 36.)

QAR STRATEGIES

The **Question-Answer-Relationship Strategy** (QAR) assists students to connect questions to the text and to personal knowledge. Students may use QAR strategies to locate the information needed to answer questions.

Throughout all three QAR question types, students must first determine the location of the answer. The answers to Type 1 questions are explicit in the passage and may be found by scanning the text. Students must integrate known information with the text to answer Type 2 questions. Type 3 questions provide opportunities for students to make inferences. Practice in using the following three QARs has been shown to improve significantly students' ability to process print information.

WHERE IS THE ANSWER FOUND?

Question Type 1 	The answer is explicit in the story. The words used to make the question and the words that form the answer are in the same or adjacent sentence.
Question Type 2 	The answer is in the story, but is more difficult to find than answers to Type 1 questions. The words in the question and the words in the answer are not in the same sentence and may not be in close proximity. Students would have to skim or scan for the answer.
Question Type 3 	The answer is provided indirectly and students must use background information, inferences and/or predictions.

Provide opportunities for students to read stories, poems, essays, editorials, etc., and develop a set of questions about the reading. Have students in small groups locate answers to their questions and classify their questions as Type 1, 2 or 3.

Reference

Raphael, Taffy E. "Question-Answering Strategies for Children", The Reading Teacher, pp. 186-190, Nov. 1982.

RAP: PARAPHRASING STRATEGY

SUGGESTED APPLICATION

This strategy helps students to remember and understand what they read, particularly when material is detailed or abstract.

DESCRIPTION OF STRATEGY

R – Read the paragraph.

A – Ask questions about the reading (e.g., What is the main idea the author is trying to get across?) How does it relate to what I already know? How does it relate to what I have already read?

P – Paraphrase (in their own words) what has been read.

TEACHING EXAMPLE

A. Have students read a selection and ask them to recall what they have read. The next day, ask them to answer comprehension questions based on the selection and record their scores.

B. Introduce the RAP strategy; give students a selection to read and ask them to RAP it. The next day, have students answer questions to evaluate comprehension.

C. Compare the scores from activity A with B and discuss differences/similarities. Encourage the use of the RAP strategy to improve comprehension and retention in all subject areas.

From *SPELT: A Strategies Program for Effective Learning and Thinking* (p. 145) by Mulcahy, R., K. Marfo, D. Peat, J. Andrews, 1987. Reprinted with permission.

SELECTING CLASSROOM RESOURCES BASED ON LEVELS OF RESPONSE

The component of reading to which response is most closely related is comprehension. Comprehension involves the process by which ideas are recognized, interpreted, analyzed and reflected upon by the reader. This activity involves the reader in several levels of thinking, which lie on a continuum from a purely literal understanding of the author's ideas to a uniquely subjective and personal response. Diagrammatically this may be illustrated as:

Literal → Reorganizational → Inferential → Critical → Appreciative/Empathetic

Teachers should choose materials that promote response at all levels, especially levels beyond mere literal comprehension. The English language arts program emphasizes the development of critical thinking strategies. The following procedure will help teachers perform text analyses:

1. *Survey the ideas and information* contained in a selection to determine the message the writer attempts to convey. Identify key concepts, supporting material for these concepts, and new vocabulary. Determine what prior knowledge the text appears to assume.

2. *Identify the way the text is written and organized.* Determine the aids to learning provided by the writer. Organizational aids might include: chapter organization; use of subheadings and marginal notes; typographical devices to signal key ideas, such as italics, boldface, different type-sizes, or grouped portions of the text. Other aids may include introductory or summary material, study questions and practical application suggestions. Observe the visuals and determine their relation to the written text.

3. *Determine the kind of student response* the text appears to require, such as processing factual information, formulating concepts, critical thinking or relating personal experience to the material.

4. *Decide what the students should be able to do* as a result of this reading. This may include whole class or small-group activities, individual projects, class discussions, applying the information gained from reading to specific problems, or using the reading as input for carrying out projects or writing assignments. Whatever the purpose of the reading, students should understand what the activity will be and how the reading relates to it.

LITERAL THINKING RESPONSES

- paraphrases meanings provided explicitly in the text (see Reading, "QAR Strategies")
- recognizes explicit sequences: order in time; order in space; and stated cause and effect sequences
- relates to graphics; combines written with other visual materials
- retains information necessary for performing specific tasks (e.g., identification and classification of specimens)
- follows instructions to complete a task correctly
- recalls specific content sufficient for retelling.

REORGANIZATIONAL RESPONSES

- places ideas into some form of structure, such as an outline or a summary (indicates a more thorough understanding of underlying organizational patterns than is apparent at the concrete level of recall)
- responds to questions in the text that require a "Think and Search" strategy (see Reading, "QAR Strategies").

INFERENTIAL RESPONSES

- distinguishes between fact and opinion
- derives meaning from figurative and symbolic language (metaphorical reasoning – e.g., idioms)
- predicts outcomes and solutions (problem solving)
- recognizes implicit cause-and-effect relationships
- makes comparisons and contrasts
- understands hierarchical relationships
- distinguishes relevant and irrelevant information in relationship to selected points or arguments
- responds to questions in the text that require finding a relationship between what is given and what is known.

CRITICAL THINKING RESPONSES

- judges the quality of the story, evaluating such things as descriptions of reality, fantasy, characters or settings
- formulates questions and ideas that go beyond the information, such as inferences and concepts in the text – formulates hypotheses and theories for further investigation
- judges the validity and adequacy of main ideas, arguments and hypotheses
- evaluates the use of fallacies, such as: false analogy, failure to present all choices, avoiding the question, appealing to ignorance
- recognizes and judges various devices used to influence the receiver of the message: "loaded words", music, voice intonation, emotive language, propaganda.

APPRECIATIVE/EMPATHETIC RESPONSES

- reacts affectively to the content of the story, the characters and events, the mood and atmosphere, the language and tone
- supports personal subjective response
- evaluates the work as it relates personally: "What impact does this have on me?" "What do I think of this?"
- expands the range of personal emotional responses by empathizing with the characters' feelings
- identifies with people/situations encountered in literature
- relates literary experience to personal experience.

References

Smith, Carl B. et al. *Teaching Reading in Secondary School Content Subjects; A Book Thinking Process*. New York: Holt, Rinehart and Winston, 1978.

Lundsteen, Sara. *Listening: Its Impact at All Levels on Reading and the Other Language Arts*. National Council of Teachers of English, 1979.

Molloy, Michael. *Structuring a Literature Program, The Content of Reading*. London: Ward Lock Educational, 1976.

PREDICTING, SUMMARIZING AND WRITING USING STORY CHARTS

Purpose: The purpose of this activity is to enable students to:

- **predict the events, behaviours of characters, outcomes, conclusions of print and non-print materials**
- **summarize a reading, viewing or listening activity, a unit in preparation for an exam**
- **develop a story element chart in preparation for writing.**

PROCEDURE

Make a copy of a story element chart on the chalkboard, an overhead transparency, or chart paper:

BEGINNING	SETTING	CHARACTERS	ACTION/PROBLEMS	ENDING

The number of columns in the story element chart and the headings chosen will depend upon the students' background knowledge, level of understanding, the selection and/or activity.

- To help students become familiar with a story element chart, select a television program or a traditional fairy tale and complete the chart with the students.

- Have students suggest a story beginning and brainstorm for the other story element ideas. List these ideas under the appropriate headings. The result will be an outline for a writing assignment. Have students check to ensure that the elements listed relate to each other logically.

- Organize students into small groups to write a story, using the chart. Ask a member of each group to read the original story and compare/contrast the stories in a discussion. Students may wish to role play their stories.

- Have students create story elements by completing a story chart individually. To help students get started, have a student supply information for one of the story elements and create a narrative, using the information supplied. Have students check to ensure that all story information is related.

A chart may be similar to the following example:

BEGINNING	POSSIBLE SETTING	POSSIBLE CHARACTERS	POSSIBLE ACTIONS	POSSIBLE ENDING
Twelve midnight	at home (class input)	me unknown	strange sounds	my hair turned white

Students may complete an individual/group story or a simulation activity. Elicit the assistance of the drama teacher or a senior drama student to provide assistance in completing the following activities. Stories are selected from these classifications: mystery, romance, animal, adventure, science fiction and fairy tale.

The Storyteller: A group of four or five students selects one member to be the storyteller or author. This person sits at a desk and pretends to be typing or writing a story. The student verbalizes the story and the remaining members of the group act it out. When the author stops the flow of the story to think of another line or event, the players must "freeze". The acting is pantomime (without verbals).

Group Story: A group of four or five students will select one member to be the conductor. The conductor begins the story and then points to another team member to continue. The conductor may point to any member, any number of times and each time for a maximum of 10 seconds. The team must tell the story in such a way that it flows logically and smoothly from person to person and event to event.

Reference

Diagnostic Reading Program, Instructional Strategies 4. Alberta Education, Student Evaluation Branch, 1986, pp. 40-41.

FOLLOWING INSTRUCTIONS AT THREE LEVELS OF DIFFICULTY

The following instructions may be categorized as illustrated:

EASY

- taking medicine
- following traffic directions
- preparing packaged foods (e.g., TV dinners, macaroni dinners)
- heeding warning signals on equipment (e.g., oil light in car)

MEDIUM

- following recipes
- building a model
- following laundering instructions
- operating common household appliances (e.g., oven timer, vacuum cleaner)
- following rules for board games (e.g., Monopoly, Clue)
- maintaining and using sports equipment (e.g., bikes)
- operating equipment from rental shop (e.g., carpet cleaner)
- using household chemicals and cleaners (e.g., oven cleaner, Draino)
- following sewing patterns

DIFFICULT

- assembling furniture
- operating electronic equipment (e.g., VCR machine)
- filling out government forms
- maintaining major home appliances/equipment (e.g., furnace)

ACTIVITIES

1. Have students brainstorm for additional instructions they must follow every day and categorize them as easy, medium or difficult.

2. Have students describe the components of good instructions.

3. Provide opportunities for students to describe the risks involved in giving vague, unclear instructions or not following instructions precisely.

4. Invite appropriate community members to attend a class and give instruction to the students on specific activities or have students interview, in person or by telephone, the appropriate community member regarding:
   - changing oil in a vehicle
   - applying makeup
   - selecting clothing for a variety of occasions
   - styling hair using a blow dryer and a curling iron.

5. Conference with teachers of occupational courses to obtain instructions students will need to follow within the classroom: e.g., threading a sewing machine, using the oven, following safety precautions, building a wood product. Compare/contrast these instructions in terms of easy, medium or difficult to read/follow.

6. Encourage students to bring instructions from home and compare/contrast whether these are easy, medium or difficult to read and/or to follow. Rewrite sets of instructions to clarify them.

7. Have students make a list of self-monitoring strategies to be used when following instructions (e.g., check/double check).

8. Have students give examples of self-monitoring strategies they can use when **giving** instructions (e.g., ask the receiver questions to check that they are on track and the instructions are clear).

9. Assist students to understand that difficult instructions do not necessarily indicate that the job cannot be completed. Often, instructions in the workplace are of a repetitive nature and, once understood, students will be able to follow them in the future. Brainstorm with the students for strategies to use to manage instructions that appear to be difficult (e.g., trial-and-error approach, ask/watch a friend, ask teacher/supervisor to demonstrate).

VIEWING RESPONSE SHEET

Name: ____________________ Date: ____________

Title of the Visual: ____________________

Name of Author/Movie Company/Series: ____________________

1. What do you like best about this Item? ____________________

2. What is the main idea of the item? ____________________

3. Who is the intended audience? ____________________

4. What feelings were expressed by the visual? ____________________

5. What would you like to know more about? ____________________

6. Complete the PMI* chart below.

P Plus	M Minus	I Interesting

7. Express your opinion about this visual. ____________________

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*See deBono, Appendix B.

CREATING A PHOTO/PICTURE ESSAY

Integrated Occupational Program English students may be visual learners and, therefore, will learn more successfully when viewing is combined with reading, writing, speaking and listening. A photo/picture essay develops cognitive and visual skills, exercises hemispheres of the brain and enhances self-esteem by providing the opportunity for students to use areas of strength to assist in the development of weak areas.

A photo/picture essay project can be divided into three phases with each phase activating different skills and alternative modes of expression.

1. The planning stage relies upon logical, sequential thinking skills and the drawing of visual representations of a simple action.

2. The acting-out/picture-taking/picture-collecting phase provides for mind and body engagement and hand-eye coordination.

3. The recording of the action involves specific reading and writing skills and creative thinking.

Have students begin with four or five drawings, photos or pictures for their essay and develop the topic using a variety of strategies/techniques (see Writing, "Writing Domains", "The Writing Process", etc.). For example, students could photograph their work experience site and accompany the photos with a written description of tasks and activities. Science experiments, hobbies and extracurricular activities can all serve as topics for a photo essay assignment.

A photo/picture essay assignment permits students to begin the assignment at their current level of language competence, to expand personal levels of ability; to stretch their imagination, and to gain personal satisfaction.

Specific areas where students may need some coaching include:

- composing a title that reflects a holistic view of the sequence
- writing captions that emphasize specific details
- writing a conclusion or personal opinion sentence that summarizes the photo essay.

Celebrate the final products and display them for all to enjoy!

A VARIETY OF VIEWING ACTIVITIES

The intent of the following activities are to increase student awareness of non-verbal communication.

1. Ask students to display and/or identify a series of common gestures; e.g., waving, winking, nodding, smiling.
2. View a segment of a television program that is familiar to the students but without the sound. Have students record and compare the gestures observed. Initiate a discussion about the meaning of these gestures and view the segment again to determine student accuracy.
3. Have the students organize themselves into groups of 3-5 members to prepare a non-verbal skit. The story should be 1-3 minutes in length and be told entirely through body language and facial expressions.
4. View a film or video on pantomime (e.g., Marcel Marceau: "At the Party") or invite the drama students to perform pantomimes for the English language arts students.
5. Have students list popular songs or movies and play a game of charades.
6. Have students collect descriptive vocabulary and ask them to portray each word non-verbally (e.g., angry, hopeless, ambitious, embarrassed, anxious).
7. Obtain picture sets from the library displaying facial expressions and/or gestures and ask students to identify the meaning of the non-verbal communication.
8. View a televised animated cartoon or a commercial without the sound. Encourage students to organize into pairs or small groups to prepare a script for the cartoon or commercial. Provide time for students to share their scripts with the class.
9. Provide students with magazines. Have students cut out pictures showing non-verbal communication, make posters, label the communication and display these on posters to develop a bulletin board display on "Non-verbal Communication".

NON-VERBAL CUES

Purpose: To provide opportunities for students to recognize non-verbal cues.

The following activity is to be completed while students are grouped in pairs and sitting throughout the classroom. Students are to face each other, about one metre apart with nothing between them, and nothing in their hands to distract them. Some students will be comfortable on the floor while others will adjust their position to remain in their desks. Teachers may assign partners to increase class cohesiveness, etc.

PART A: LACK OF RESPONSE

- One student will be 'A', the other will be 'B'.
- Ask 'A' to role play being a tape-recorder, which means 'A' does not respond to 'B' in any way; rather, just sits without moving.
- Assign 'B' a topic and permit 30-45 seconds for 'B' to discuss the topic (e.g., "My favourite memory", "My favourite TV program").
- Call "stop" and ask 'A' to "play back" the recorded message as closely as possible to the original.
- Reverse the above to allow 'B' to be the tape-recorder and 'A' to discuss a topic.
- Debrief students after this section by asking questions similar to the following:
    - How did you feel when you were the tape recorder?
    - How did you feel when you were the speaker?
    - Did you want to continue speaking when you had no response from the listener?

PART B: POSITIVE NON-VERBAL RESPONSES

Have students organize themselves into pairs and select an 'A' and a 'B'.

- Ask 'A' to role play the "attentive listener" and to use appropriate non-verbal skills while listening.
- Assign a topic to 'B' and ask these students to talk for 30 seconds. (Topics may include "My favourite weekend activity", "Why I like (person or sport)", or "My favourite food".)
- After completing the activity, reverse the roles, assign a new topic and continue for another 30 seconds. During the activity, walk around the classroom, model and acknowledge positive non-verbal cues (non-verbally).

- Teachers may wish to praise student behaviour after the first group of students have practised listening skills to direct and reinforce the purpose of the activity.

- Debriefing should be positive. Have students discuss their willingness to talk when someone appeared to be listening attentively. Ask students to identify and/or display some of the non-verbal cues used by their partners.

- Teachers may select a pair who displayed good use of non-verbal skills to perform for class observations.

PART C: NEGATIVE NON-VERBAL RESPONSES

Parts 'B' and 'C' are interchangeable; i.e., teachers may choose to complete Part 'C' with the pupils before Part 'B'.

- Students are again in pairs.

- Instruct the 'A' group to display quiet, non-verbal behaviours while the 'B' group are talking. Students must remain in their places.

- Assign 'B' a topic (e.g., "If I had a million dollars" or "Where I would like to live").

- Allow 'B' 30 seconds to talk and then reverse roles.

- Some negative non-verbal behaviours may include:
  - avoiding eye-contact
  - turning the body away
  - manipulating a pen, pencil, etc., with the hands
  - sighing
  - rolling the eyes up.

- Ask students to describe their feelings when they were the speaker/the listener.

- Compare/contrast the students' feelings and willingness to talk in activities 'A' through 'C'.

- Reinforce the above activities by asking students to observe and to share non-verbal behaviours used at home, on television, when speaking to friends, and/or at the workplace.

Provide opportunities throughout the term for students to apply appropriate non-verbal listening skills through a variety of discussion activities.

LISTENING PROCESS

I. Pre-listening

1. ESTABLISHING THE CONTEXT

1. Focusing prior knowledge
2. Building background

through

- asking questions
- interviewing
- brainstorming
- reading about topic
- learning about speaker
- familiarization with speaker's dialect, style, etc.
- viewing materials about topic
- using manipulatives
- sharing personal experiences
- predicting non-verbal behaviours from audiotapes
- making word associations

2. FOCUSING ON THE LISTENING TASK

1. Forming intention to listen
2. Determining potential value of message
3. Anticipating meaning through predicting
   - speaker's intention
   - message content and organization
4. Expecting vocal and/or non-verbal cues to meaning
5. Anticipating speech style differences (e.g., spontaneous talk, written language read aloud)
6. Considering role in terms of context (e.g., size of audience, formality, purpose)
7. Determining relationship to speaker in order to respond appropriately
8. Understanding personal biases

through

- role playing
- simulations
- webbing/clustering/mapping
- listing questions speaker might address
- writing predictions in learning logs
- listening to tape of speaker on similar topic

II. Active Listening

3. LISTENING AND COMPREHENDING

1. Attending
2. Filtering out distractions
3. Focusing on selected stimuli
4. Predicting meaning
5. Getting meaning from phonological, syntactic, and semantic sources
6. Using vocal, non-verbal, and visual cues to meaning
7. Adjusting to speaker's register
8. Summarizing continuously through inner speech
9. Following on speaker's sequence of ideas
10. Selecting relevant details
11. Understanding main idea of message
12. Evaluating message critically
13. Appreciating speaker's style and language use
14. Making personal associations
15. Understanding speaker's point of view
16. Providing appropriate feedback (e.g., supportive stance, eye contact, gesture, comments)
17. Setting aside personal biases

III. Post-listening

4. RESPONDING AND CONSOLIDATING MEANING

1. Expressing personal understanding of message
2. Associating message with personal experiences, beliefs, attitudes, and feelings
3. Making inferences
4. Asking questions to clarify message
5. Comparing personal perceptions and understandings with those of others
6. Drawing conclusions
7. Recalling, clarifying, and organizing personal meaning
8. Remembering information using appropriate strategies
9. Evaluating ideas critically
10. Responding appropriately

through

- generating questions
- retelling
- writing in response journals
- examining features of speaker's style/language use
- paraphrasing
- dramatizing
- cartooning/illustrating
- writing in different formats
- discussing/challenging
- sharing/comparing interpretations
- finding supporting evidence

5. EXTENDING THE CONTEXT

1. Extending experiences with ideas in message
2. Extending language experiences beyond message

through

- discussing related issues
- drawing/sketching
- dramatizing
- role playing
- reading/listening to related literature
- debating
- performing puppet plays
- presenting orally on the same topic
- developing visual material
- writing and performing a song
- researching and reporting
- planning and taking field trips
- transcribing talk (e.g., conversation, dialogue, reports)

For permission to reprint material, grateful acknowledgement is made to the developers, The Language Arts Team, Program Services Centre, Calgary Board of Education, 1988.

LISTENING SKILLS

The following listening skills are to be developed throughout the English language arts program. Teachers and students may use the list to evaluate listening skill development.

A. Listening skills to be used for presentations:

- identifies the speaker's purpose
- attends to speaker, tunes out distraction
- predicts the speaker's purpose for speaking
- listens with pen in hand, ready to take notes.

B. General listening skills to be used in a variety of situations:

- identifies similarities and differences between listening and reading
- recognizes the concept of noise pollution
- identifies bad habits, or barriers, to listening
- determines individual purpose for listening
- connects listening event to previous personal experiences
- extracts meaning from context clues
- follows the sequence of ideas
- remembers significant details accurately
- follows oral directions
- identifies main idea
- identifies supporting details
- paraphrases spoken messages
- summarizes
- draws conclusions, makes inferences
- asks questions (either mentally or on paper)
- assumes two-way responsibility for communication
- listens in order to imagine and extend enjoyment (e.g., music)
- distinguishes fact from opinion
- recognizes propaganda devices
- detects bias and prejudice
- recognizes persuasive language
  - voice intonation
  - misleading vocabulary
- recognizes emotive language
- evaluates sources of information
  - recognizes the limitations of hearsay evidence.

LISTENING CHART

Complete this chart as you listen to presentations in class.

Speaker's name/title: ____________________

Topic: ____________________

Location of presentation: ____________________

Speaker's purpose: ____________________

Examples of:

- facts ____________________
- emotional language ____________________
- language indicating bias ____________________
- propaganda devices ____________________
- opinions ____________________

Noteworthy features of the presentation:

- ____________________
- ____________________
- ____________________

Your opinion/reaction to the presentation and one supporting detail:

____

____

____

____

____

____

GUIDELINES FOR LISTENING

Students may require formal guidance and practice to develop listening skills. The following listening models may be used to:

- assist teachers to determine student comprehension of oral presentations and listening skills development
- assist students to self-monitor listening skills development
- assist presenters to increase presentation effectiveness.

Students, teachers, and guest speakers may deliver presentation types as follows:

- Sequence of events – retelling an eyewitness account, a story or a personal experience.
- Cause and effect – identifying consequences, focusing specifically on the causes and effects of a situation.
- Fact and opinion – stating and supporting an opinion with facts, clearly differentiating between fact and opinion.
- Demonstration – informing and/or instructing about a familiar activity.

The following models may be altered/expanded upon by the teacher, as determined by the needs of the students and the nature of the presentation.

SEQUENCE OF EVENTS

Presentation title: ____________________ Name of presenter: ____________________

Presentation type: retelling an eyewitness account, retelling a story, retelling a personal experience (circle one)

1. List two people/characters involved.
2. Briefly describe the setting (time/place) of this sequence of events.
3. List three events in this presentation.

   Event 1: ____________________
   Event 2: ____________________
   Event 3: ____________________

4. Briefly tell the conclusion of this sequence of events.
5. What was unusual/interesting about this presentation?
6. Write a question you would like to ask the speaker about a sequence of events (to clarify a point, to expand information).

CAUSE AND EFFECT

Presentation title: ______________________ Name of presenter: ________________

1. Complete the following chart as the speaker presents.
   - Cause – a reason for an event occurring; something that makes an event happen.
   - Effect – a result; an event; something that happens due to certain reasons.

CAUSE	EFFECT
Cause 1	1a 1b 1c
Cause 2	2a 2b 2c
Cause 3	3a 3b 3c

2. List two people, characters, countries, organizations, etc., involved.
3. Briefly describe the setting (time/place).
4. State the main idea of this presentation.
5. Briefly tell the conclusion of this cause and effect presentation.
6. What was unusual/interesting about this presentation?
7. State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
8. Circle the positive effects listed on the chart above and be prepared to discuss the positive and negative effects.
9. Identify problem-solving strategies that may decrease the number of negative effects.

FACT AND OPINION

Presentation title: ______________________ Name of presenter: ______________

1. What is the main idea of this presentation?
2. a. State the opinion expressed by the speaker.

   b. Is the opinion expressed by the speaker a personal opinion or the opinion of another individual?
3. List supporting details for the opinion.
4. Give an example of one supporting detail that was not factual.
5. Think of a supporting detail that was not expressed by the speaker.
6. State a question you would like to ask the speaker about the presentation (to clarify a point; to expand information).
7. Do you agree or disagree with the opinion expressed by the speaker?

DEMONSTRATION

Presentation title: ______________________ Name of presenter: ______________

1. What is the main idea of this presentation?
2. List three phrases/statements made by the presenter that added to the demonstration.
3. List the aids used by the presenter during the demonstration.
4. Write a statement that the presenter could have used in the demonstration.
5. State two facts presented that you found interesting or that were new to you.
6. Write a question that you would like to ask the presenter about the demonstration.

LISTENING RESPONSE SHEET

Name: ______________________________ Date: ________________

Title of the Presentation: ______________________________

Date: ______________________________

1. What did you like best about this presentation? ______________________________
____

2. What was the main idea of the presentation? ______________________________
____

3. Who is the intended audience? ______________________________
____

4. What feelings were expressed by the presenter? ______________________________
____

5. What would you like to know more about? ______________________________
____

6. Complete the PMI* chart below by listing positive, negative and interesting points about the presentation.

P Plus	M Minus	I Interesting

7. How would you improve this presentation? ______________________________
____
____

---

* See de Bono, Appendix B.

LISTENING SURVEY

Name: ______________________________ Date: ____________________

INSTRUCTIONS: Recall a recent communication experience and check and/or complete the behaviours you demonstrated while with that person or group of people.

__________ Paid attention to others' thoughts and feelings.

__________ Maintained eye contact.

__________ Used non-verbal listening skills, such ______________, ______________ and ________________.

__________ Spoke without interrupting someone else.

__________ Helped someone else join the conversation.

__________ Helped someone to share personal feelings openly.

__________ Told another person what I liked about him/her.

__________ Found a positive way to handle a negative situation.

__________ Explained my own ideas/opinions clearly without putting others down.

__________ Gave a helpful suggestion.

__________ Allowed others to share and did not monopolize the conversation.

List additional listening skills you used during the above communication experience.

____

____

Name two communication skills you would like to improve.

____

____

INSTRUCTION IN AND ABOUT SMALL GROUP DISCUSSIONS

Students may require assistance to develop appropriate discussion skills. For example, they may lack experiences and/or skills necessary to recognize nuances of tone and mood in the facial expressions and speech of others. Students will benefit from a variety of discussion experiences designed to enhance the flow of interaction, such as speaking, listening, questioning, acknowledging and additional listening. (See additional discussion strategies and activities which follow in this document.)

SETTING RULES

Members of discussion groups may increase their involvement if they feel they have some ownership of the rules. Have students generate discussion rules and post these as reminders. Ensure that everyone understands the rules. Rules may change according to the goals of the group.

GROUP SIZE AND SEATING ARRANGEMENTS

Small groups of four or five are ideally suited to discussion. A circle formation permits all members to participate equally.

MAKING DECISIONS

Reinforce the process by which decisions will be made: consensus, majority vote, compromise, minority control, expert or authority in the group. The strongest decisions are those arrived at by group consensus, yet consensus is often difficult to achieve.

ROLES

Students may require assistance when determining their roles and functions in the group (e.g., a recorder takes notes, a chairperson keeps the discussion on track and encourages all members to become involved). The natural leader of the group may need assistance to avoid replacing the appointed leader. Teachers may assign roles for initial discussion experiences.

GROUP GOAL

Clarify for students the specific goal of the group discussion and encourage them to use strategies designed for keeping the discussion directed at reaching the goal (e.g., calling attention to and recording major ideas).

EVALUATION

Provide opportunities for students to self-evaluate. Peer evaluation may follow when students understand fully the purpose and focus of peer appraisal. Teachers may circulate and observe group interaction focusing on participation, on-task behaviour, communication skills, etc. Debriefing will include positive behaviours and constructive criticism. (See Speaking, "Peer Feedback" and Evaluation in the preamble to this document.)

GROUP PROCESS SKILLS

The following tasks may require direct teaching:

- asking probing questions
- intervening if a member becomes disruptive
- calling attention to major ideas
- keeping time
- remaining on topic
- asking for opinions, information and suggestions from others
- offering opinions, information and suggestions
- correcting others
- asking for clarification
- releasing tension in the group
- working as a unit

SENDING "I" MESSAGES

"I" messages are statements from the speaker's perspective which describe emotions, a state of affairs, or a series of events. Used appropriately, they are highly effective since:

- "I" messages are descriptive, rather than judgmental and, therefore, there is no need for defensive behaviour on the part of the receiver
- the speaker takes responsibility and ownership for the outcome of the message, thus avoiding placing blame on others
- the speaker's self-assertion is permitted without loss of dignity or pride on behalf of the other party
- more honest communication and resolution of problems results.

The following suggestions and examples may assist in implementing "I" messages.

- Use "I" with feeling words:
  e.g., "I really appreciate your doing the ironing, and folding the sheets and towels. It's a job I dislike."
- Use "when you" with behaviour descriptions; sometimes adding further clarification:
  e.g., "When you make sarcastic comments to me in front of my friends, I get embarrassed. If you are annoyed with me, I would like you to tell me that directly."

Assist students to recognize that it is acceptable to:

- experience, identify and express feelings
- have and request fulfilment of needs and wants
- be assertive without hurting or blaming others.

Another skill in sending clear, honest messages is behaviour description. People may provide opinions and judgments about what they see happening, rather than describing what they saw and heard, and how they behaved. Assist students to use specific terms to describe events, using activities such as the following:

1. Make a game out of describing actions exactly as they are seen. Be very specific. (Example: Jimmy, I see you picking up your glass and putting it to your lips. I see the milk disappearing.) Pretend you are on the witness stand and are only giving the facts.

2. Give specific instructions about how to do a job. Then observe to see how closely your listener comes to doing it as you expected.

Reference

Vester, Nadine. *Communication Tool Kit*. Adapted from John L. Wallen, Northwest Regional Education Laboratory, Portland, Oregon.

Name: ______________________________ **Date:** ____________________

Practise sending "I" messages by filling in the middle column. Complete the third column by imagining and writing down possible outcomes of your "I" message.

SCENE	DESCRIPTIVE "I" MESSAGE	POSSIBLE OUTCOMES
1. You are the last to get to use the bathroom in the morning and you are tired of constantly finding it in a mess.		
2. You want to make a phone call, but your sibling has been on the line for the past half hour.		
3. You see your "steady" (girlfriend/boyfriend) out with someone else and you want to know what is happening.		
4. You want to study, but you are distracted by the loudness of the TV.		
5. You have lent your tool set to a friend who does not look after them and returns them in poor condition.		
6. You have lent some money to a friend who has not repaid you.		
7. You have a car. You pick up a friend on the way to school everyday who routinely keeps you waiting.		
8. You have arrived late for school three times this week. You are told you will have a detention – you are asked to explain the problem you have.		

SCENE	DESCRIPTIVE "I" MESSAGE	POSSIBLE OUTCOMES
9. You are seated in the "No Smoking" section of a restaurant. At an adjacent table, someone lights up and you are bothered by the smoke.		
10. At your work study placement (a day-care centre), you catch a youngster writing and colouring on the wall. The children know the rules about crayons use.		

Review your input in the chart and evaluate your responses, using the following:

- Have you used "I" statements appropriately?
- Have you been clear and specific in describing the problem?
- Have you been straightforward, honest and objective?
- Have you given choices to the receiver, when appropriate? (e.g., To the child at the day care centre: "I am unhappy to see this mess on the wall. Colouring is done on paper. If it happens again, I will take your crayons away for the day. You decide.")

Strand: Speaking
Theme A

SELF-EVALUATION IN GROUP DISCUSSIONS

It is important to monitor your participation in group discussions. The following checklist can be used to help you evaluate yourself.

Instructions: Take a few minutes to reflect honestly on your contributions to the class. Put a check next to those statements that are true of you in today's discussion and fill in the blank spaces appropriately.

Topic of Discussion: ______________ Name: ____________________ Date: ____________

1. ___ I contributed ideas without waiting to be asked.
   One idea I contributed was ____
2. ___ I kept my remarks on topic.
3. ___ I supported my ideas and remarks with specific details (e.g., I gave an example).
4. ___ I listened carefully and thoughtfully in my group.
5. ___ I can recall other group members' ideas.
   One important idea was ____
6. ___ I encouraged other group members to tell more about their ideas.
7. ___ I asked other group members questions about their ideas.
8. ___ I showed respect for other members' ideas and opinions, even if I disagreed.
9. ___ I let other members finish speaking without interrupting.
10. ___ I changed my mind about something as a result of listening to other members' opinions.
    I changed my mind about ____
11. ___ I think I might have made someone else change their mind about something as a result of an idea I contributed.
    The issue was ____
12. ___ I have a clearer concept of my own concerns/problems as a result of this group discussion.
13. ___ I have a better understanding of other people's concerns/problems as a result of this group discussion.
14. ___ Something I learned from today's discussion: ______________________________

DEVELOPING QUESTIONS

I. **Knowledge** (Eliciting factual answers, testing recall and recognition)

Who?
What?
Why?
When?
Where?
How?
How much?
What does it mean?
Describe
Define
Match
Select
Which one?
What is the one best?
Choose
Omit

II. **Comprehension** (Translating, interpreting, and extrapolating)

State in your own words
What does this mean?
Give an example
Condense this paragraph
State in one word
What part doesn't fit?
What restrictions would you add?
What exceptions are there?
Which is more probable?
What are they saying?
What seems to be?
What seems likely?
Classify
Judge
Infer
Show
Indicate
Tell
Translate
Outline
Summarize
Select
Match
Explain
Represent
Demonstrate
Which are facts? Opinions?
Is this the same as . . .?
Select the best definition
What would happen if . . .?
Explain what is happening
Explain what is meant
Read the graph, table
This represents
Is it valid that . . .?
Which statements support the main idea . . .?
Sing this song
Show in a graph, table

III. **Application** (to situations that are new, unfamiliar, or have a new slant for students)

Predict what would happen if. . . .
Choose the best statements that apply
Select
Judge the effects
What would result?
Explain
Identify the results of
Tell what would happen
Tell how, when, where, why
Tell how much change there would be

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IV. **Analysis** (Breaking down into parts, forms)

- Distinguish
- Identify
- What assumptions?
- What motive is there?
- What conclusions?
- Make a distinction
- What is the premise?
- What ideas apply? do not apply?
- Implicit in the statement is the idea of. . . .
- What is the function of . . .?
- What's fact? opinion?
- What statement is relevant, extraneous to, related to, not applicable?
- What does author believe? assume?
- State the point of view of. . . .
- What ideas justify the conclusion?
- The least essential statements are. . . .
- What's the theme? main idea? subordinate idea?
- What inconsistencies, fallacies?
- What literacy form is used?
- What persuasive technique?
- What relationship exists between . . .?

V. **Synthesis** (Combining elements into a pattern not clearly there before)

- Create
- Tell
- Make
- Do
- Dance
- Choose
- Write (according to the following. . . .)
- How would you test?
- Propose an alternative
- Solve the following
- Plan
- Design
- Make up
- Compose
- Formulate a theory
- How else would you . . .?
- State the rule for. . . .
- Develop

VI. **Evaluation** (according to some set of criteria, and state why)

- Appraise
- Judge
- Criticize
- Defend
- Compare
- What fallacies, consistencies, inconsistencies appear?
- Which is more important? moral? better? logical? valid? appropriate? inappropriate?
- Find the errors

FORMING QUESTIONING CHAINS

Questioning chains are a series of linked questions that lead students to discover answers. Such chains begin with a specific focus and with closed-ended questions:

- How shall we start to find x?
- What do you call this process?
- What kind of character is John?

When you've established that the students have noticed the significant bits of information needed to solve the problem, you expand the focus:

- What processes can we use to simplify the equation?
- What by-products does this process often lead to?
- What do you notice about John's behaviour?

After students have developed more skill, expand the focus again giving them responsibility for the chain:

- What should we do first?
- What is the goal of this problem?
- In stories, what is the first question we usually ask?

Questioning chains can also be used with the "I can't do any of this" phenomenon. Lead students through with questions; often they know the answer but don't realize they have all the pieces to figure it out.

- Well, you knew you needed help; that is a start. Can you read the problem?
- Do you know what all the words mean?
- What are we looking for?
- What's the first step?
- What's the second step?
- How will I do that? Why is that next?
- What next? How about this?

When students succeed with the problem, ask: "How can we check that answer?" and finish with "See, you can do it! I thought you said you couldn't, but you did!".

Reference

Pace, Sandra. *Instructional Mediation in the Classroom: How Teacher Talk Influences Student Learning*. Presentation given at 2nd Annual International Ethnography of Childhood Workshop, Camrose, Alberta, July 1-3, 1987.

A SEQUENCE OF SPEECHES

It is crucial for Integrated Occupational Program students to become self-confident about their oral language abilities. Employers value employees who can communicate effectively and with ease.

A series of planned speeches should be part of the English program. As students progress from Grade 10 to Grade 12, speeches should progress from self-centred topics to the critical analysis of an issue and time limits should be increased.

Speech No. 1 (1-2 minutes)	Speech No. 2 (1-2 minutes)	Speech No. 3 (2-3 minutes)	Speech No. 4 (2-3 minutes)
Suggested topics: • An embarrassing moment • What I will be doing ten years from now • The hardest thing I've ever done	Suggested topics: • A demonstration on something I do well (e.g., mime, drive a vehicle, cross-country ski) • a demonstration of a community partnership activity	Suggested topics: • A book presentation • A film you should (or should not) see • A personal opinion about a current news issue	Suggested topics: • A report on an interview with someone in the workplace (e.g., job shadowing assignment) • An evaluation of the opinion of another person regarding a current news issue
Objectives: • to become aware of the audience • to learn simple strategies for preparing a presentation (e.g., notes on index cards) • to overcome nervousness	Objectives: • to become less dependent on notes • to develop metacommunication skills (e.g., monitoring what the audience expects from the speech) • to become more fluent in speaking in front of an audience • to learn the value of gestures and body movements • to learn to use props and visual aids appropriately	Objectives: • to show insight into the characters • to summarize and give main ideas • to share a personal opinion or judgment with an audience	Objectives: • to organize thoughts into a sequence • to transmit information gained from another source • to make an evaluation of the sincerity of information

Preparing for making speeches should involve coaching the students on using notes or cards and rehearsing the speech. Writing the speech involves organizing the information. Strategies useful to students in the preparation phase include:

- writing an exciting or interesting sentence to attract the attention of the audience
- developing a thorough description/explanation of the selected topic
- concluding the presentation.

On occasion, have students evaluate each other to test listening skills and to provide constructive criticism, using the "Sample Speech Evaluation Guide" which follows. Overuse or poorly timed peer evaluations may intimidate rather than encourage the student who is uncomfortable with oral presentations.

As students gain confidence in their speech-making abilities, teachers may wish to time the speeches and to appoint someone to record the number of distractors (e.g., "you know", "um", "er", "like", "ah").

To develop organization skills and self-confidence further, students should be given many opportunities to present impromptu speeches. Initiate these 50- to 90-second presentations, using topics familiar to students and/or topics that will allow students to defend an opinion, such as:

- "My opinion regarding (current news issue) is . . ."
- "Students should be given greater/fewer smoking privileges because . . ."
- "The school team will win the tournament because . . ."

SAMPLE SPEECH EVALUATION GUIDE

Name: ______________________

Topic: ______________________

Date: ______________________ Time: __________ (minutes)

		Yes	Needs Improvement
1.	The speaker was adequately prepared. Comment: __________	___	___
2.	There was a definite opening, body and conclusion to the presentation. Comment: __________	___	___
3.	The speaker made eye contact with the audience. Comment: __________	___	___
4.	The speaker was able to control nervousness. Comment: __________	___	___
5.	The speech was audible and clear to all listeners. Comment: __________	___	___
6.	The speaker used notes/cards in a way that did not interfere with the main purpose of the speech. Comment: __________	___	___

Identify and comment on the speaker's strongest point: ______________________

____

____

Give two specific suggestions for improvement.

1. ____

____

2. ____

____

A GUIDE FOR EVALUATING SPEAKING

SCORE	LANGUAGE CONVENTIONS	DELIVERY	ORGANIZATION	CONTENT
5	Correct grammar and pronunciation are used. Word choice is interesting and appropriate. Unfamiliar terms are defined in the context of the speech.	The voice demonstrates control with few distractions. The presentation holds the listener's attention. The volume and rate are at acceptable levels. Eye contact with the audience is maintained.	The message is organized. The speaker sticks to the topic. It is easy to summarize the content of the speech.	The speaker seems to know the topic well and chooses details that help make the subject clear and interesting. The speaker is in control of the topic and has focused the topic well. Important ideas stand out. The speaker uses the right amount of detail (not too much, nor too little) to make the important ideas clear.
3	Correct grammar and pronunciation are used. Word choice is adequate and understandable. Unfamiliar terms are not explained in the context of the speech. There is heavy reliance on the listener's prior knowledge.	The voice is generally under control. The speaker can be heard and understood. The speaker generally maintains eye contact with the audience.	The organization is understandable. Main points may be underdeveloped. The speaker may shift unexpectedly from one point to another, but the message remains comprehensible. The speech can be summarized.	The speaker has some things to say, but doesn't seem to know quite enough about the main idea(s). Some ideas may be clear, while others may be fuzzy or may not seem to fit. The speaker may spend too much time on minor details and/or not enough time on main ideas.
1	Errors in grammar and pronunciation occur. Word choice lacks clarity. The speaker puts the responsibility for understanding on the listener.	The student's voice is poor. The volume may be too low and the rate too fast. There may be frequent pauses. Non-verbal behaviours tend to interfere with the message.	Ideas are listed without logical sequence. The relationships between ideas are not clear. The student strays from the stated topic. It is difficult to summarize the speech.	The speaker has not thoughtfully explored or presented ideas; he or she does not seem to know the topic very well. Ideas seem very limited or seem to go off in several directions. It seems as if the speaker wrote just to get something down on paper. Ideas are not developed.

A score of 0 is to be assessed under the following conditions:

- Student attempted but was unable to complete the speech.
- Student read the speech.
- The evaluator was unable to hear the speech and was therefore unable to score in the four categories.
- The speech was under or over the time frame.
- The student used inappropriate language for a classroom.
- The student refused to give the speech.

PREPARING A PERSUASIVE SPEECH

1. State the purpose of your message in one or two sentences, including any action you are seeking.

2. Describe your audience (e.g., classmates, residents of a nursing home, a parent advisory group).

3. Explain where you will get your information (e.g., personal experience, interviews, library research).

4. List any terms you may need to define:

5. Will the issue you are talking about raise concern, or will your audience generally agree with you?

6. Do you expect any negative reactions toward you, the persuader? What might these be?

7. How will you initiate the message (e.g., give a personal example; provide statistics; a vivid description)?

8. What props/visuals might you use to make your message more concrete?

9. How will you conclude the message? (Include some strategies to get the audience to act.)

10. Some do's and don'ts to think about:

DO	DON'T
• get the audience to relate to your message by using concrete examples, a simple demonstration, props, visual aids • show respect for your audience, whatever their views may be • show that you have done your "homework" . . . show that your message is well-researched and reasoned, and that you can defend your position • be concise • focus on the people affected by the problem (e.g., children, the sick, the elderly) – create concern for others • develop a sense of opportunity and challenge to investigate change • develop a sense of urgency – you want action immediately • encourage your audience to participate by seeking simple action from them (e.g., display a bumper sticker, donate a can of food, write a letter) – develop a sense of obligation and responsibility	• pressure the audience by asking too much of them • use "put downs", ridicule or sarcasm to negate the opposing view • hide the opposing side of the problem – be prepared to discuss it fairly and fully if it arises, without resorting to the "ya-but' technique • use the "everything but the kitchen sink" approach – choose only your best arguments • make it appear that your solution comes at the expense of the audience's position • dwell on problems, difficulties or troubles that make the solution seem burdensome

Suggested topics for persuasive speech making:

- Sensitize your audience to the plight of poverty-stricken families and persuade them to donate to the food hamper project.
- Inform your parents of the many interesting outcomes of hosting an exchange student, and persuade them to let you participate in the program.

Integration activities with social studies:

- Monitor the newspapers for current news issues (e.g., strikes, abortion, free trade). Identify strategies to be used by divergent sides to persuade the audience to see it "their" way.

PERSUASIVE SPEECH EVALUATION GUIDE

Name of Speaker: ____________________ Name of Evaluator: ____________________

Topic: ____________________ Date: ____________________

Time (in minutes): ____________________

1. State, in one sentence, the chief purpose you felt the speaker had in mind.

____

____

2. Evaluate the persuasive speech by checking the appropriate column for each of the following criteria.

	Well Done	Satisfactory	Needs Attention
• The problem was stated clearly and concisely.			
• The speaker used examples, personal anecdotes, visual aids effectively to get the audience to relate to the problem.			
• The speaker stated the consequences of action we may choose.			
• The speaker offered alternatives.			
• The speaker created a sense of urgency for action.			
• The speaker showed authoritativeness on the topic (i.e., good judgment and expertise).			
• The speaker showed trustworthiness by:			
– presenting issues fairly and fully			
– not acting out of his/her own vested interest			
– sharing and respecting the basic values of the audience.			
• The speaker effectively converted agreement into action.			
• Overall, this speaker was credible.			

3. Provide summary comments which would help the speaker to improve his/her persuasive speaking abilities

____

____

SAMPLE ACTIVITIES FOR GIVING AND FOLLOWING INSTRUCTIONS

These exercises will provide students practice in noting organizational patterns and following spoken directions.

GIVING AND FOLLOWING INSTRUCTIONS

The chart "Giving and Following Instructions" provides four geometric patterns. It may be used in a variety of ways:

- A volunteer may come to the chalkboard without a copy of the chart and try to reproduce it following only the spoken directions of another volunteer (while others in the class follow along with their charts before them).
- All four patterns may be used in a single period-long activity or used one at a time four days in a row or four weeks in a row.
- The chart may also be used by pairs of students. The first student, viewing the chart, gives directions orally to another who has only a blank sheet of paper. The second must reproduce the pattern by following the spoken directions.

After students become familiar with the four drawings, they may create similar figures and continue with practice sessions.

FOLLOWING SPOKEN INSTRUCTIONS

The incomplete map in "Following Spoken Instructions" provides students with a rough sketch of a neighbourhood. Using it as a guide, listeners must develop a detailed map from spoken directions heard only on the telephone. Have the teacher or a student volunteer tape-record the following set of directions. When the recording is played, student listeners fill in street names and important places. Afterward, they may compare their maps for accuracy and listen again to the tape-recording to double check the details.

> Voice on the telephone: "The main highway along the top of the map is Blackstone Avenue. It is north of the city. To reach Elmcrest Avenue where the concert is taking place, drive south along Elm Street for five blocks. Then go east on Green Street for eight blocks. You will see a high school on Green Street across from a Mobil station. After going eight blocks along Green Street, turn south on High Street; then go down High Street four blocks to a large bank building and turn west. This is Elmcrest. The concert is in an auditorium also used for sports events. It is three streets west on Elmcrest."

Before students listen to the recorded directions, they should be told to pencil in all the streets and avenues named by the voice on the telephone. The incomplete map given lists all street and avenue names on the bottom so listeners can spell each one correctly. After students have listened to the directions once and have made and compared their maps, they may listen to the recorded voice again to double check their results for accuracy.

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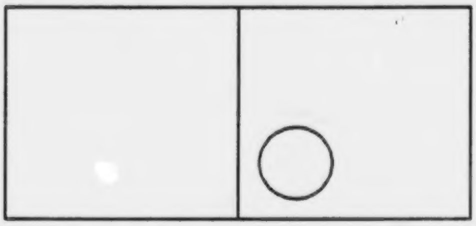
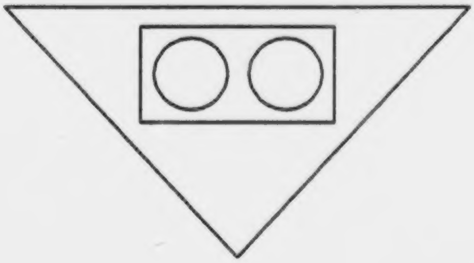
GIVING AND FOLLOWING DIRECTIONS

1.



2.



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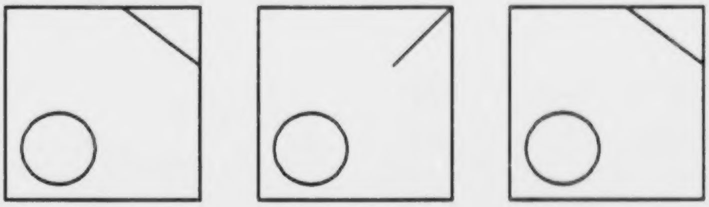

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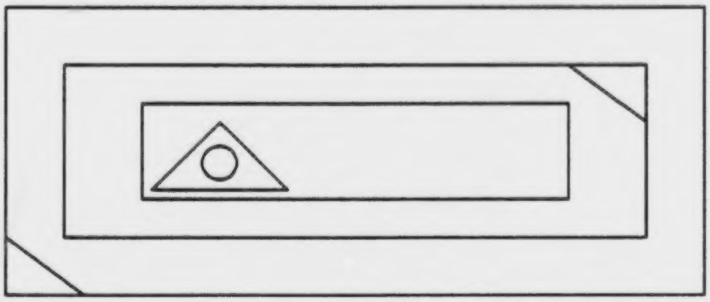
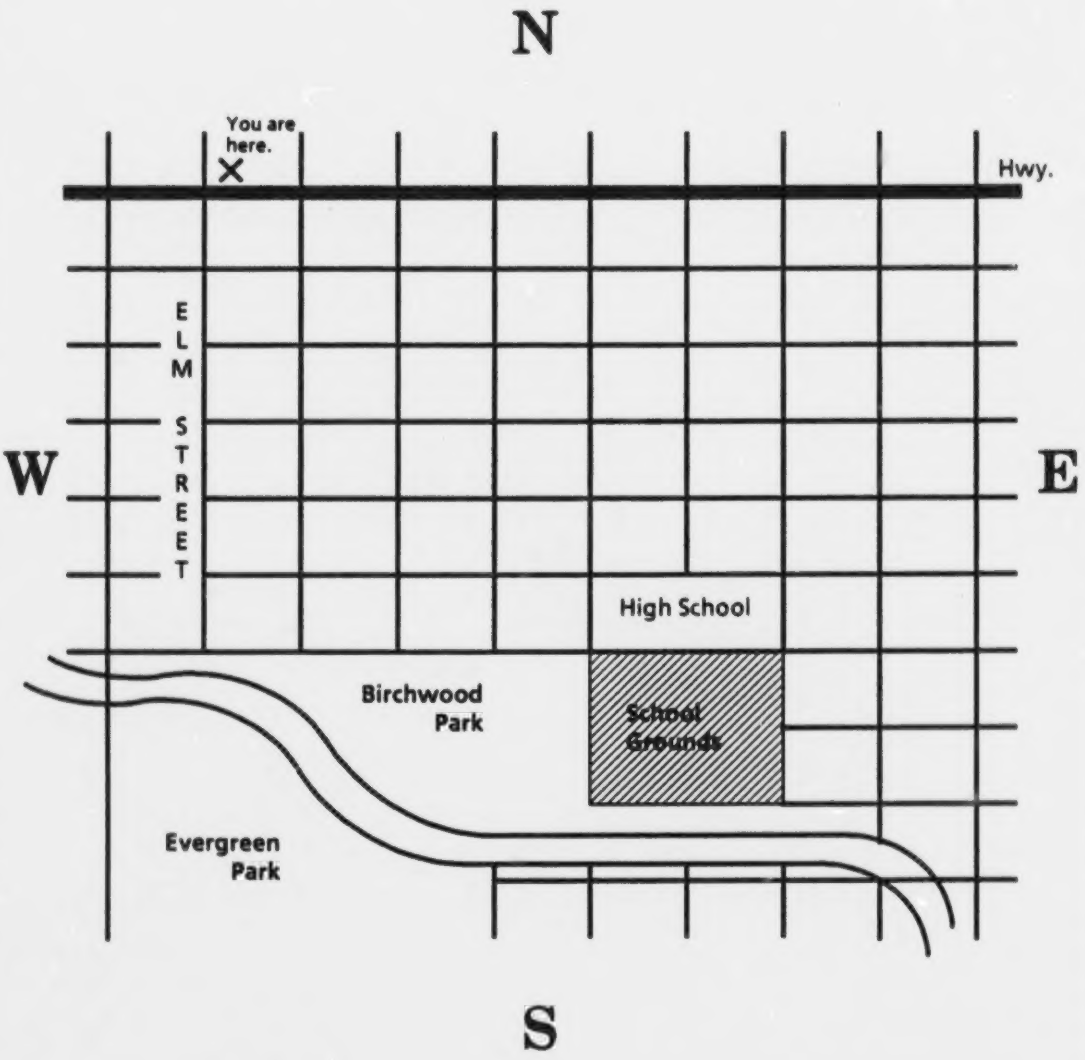


FOLLOWING SPOKEN DIRECTIONS
(Completing a map)


N
You are here.
Hwy.
ELM STREET
W
E
High School
Birchwood Park
School Grounds
Evergreen Park
S

Blackstone Avenue
Elmcrest Avenue

Elm Street
Green Street

High Street

207

PEER FEEDBACK

The intent of providing opportunities for peer feedback is to enhance student learning. Students must be prepared to give and receive feedback appropriately. Feedback will include positive statements and constructive criticism.

Teachers are encouraged to use a variety of strategies designed to provide an environment conducive to giving and receiving peer feedback. Students must recognize the purpose of the activity and must be aware of and sensitive to the feelings of others. (See "Classroom Environments: Emotional and Physical Safety" and "Evaluation", in the preamble to this document.)

The following may prove useful when planning for peer feedback activities.

FEEDBACK WILL

- Contain a balance of positive comments and constructive criticisms.
- Contribute specific examples of positive behaviours and constructive criticisms:
  e.g., "Jason, I liked the way you nodded your head and smiled when you were listening to Sharon."
  "Jessica, you have some interesting ideas and you express them well. Next time, wait until other people stop talking before you share your ideas."
  "If you put this sentence after this one, Bobby, would the meaning be clearer?"
- Focus on a maximum of three skills and/or behaviours, such as non-verbal communication, participation, on-task behaviour, sentence structure, paragraphs, etc.
- Provide examples of appropriate behaviours rather than list inappropriate behaviours:

  e.g.,

Instead of saying:	**Consider saying:**
Don't interrupt.	"Listen to everyone. We all have something important to contribute."
You didn't remain on topic.	"That is a great topic to discuss. If your discussion gets off topic, write down the new topic for later reference and continue with the present topic."

- Provide opportunities for students to contribute suggestions about strategies to encourage appropriate behaviours:
  e.g., If the discussion has wandered from the topic, ask students for strategies that may be used by group members to remain on topic.
  If a student is not participating, ask students to contribute strategies designed to include everyone.
  If a paragraph does not focus clearly on the thesis statement, ask the student to suggest ways to adjust the writing to support the thesis statement.

TEACHING STRATEGIES

MODEL FEEDBACK BEHAVIOUR

Provide feedback:

- to the entire class after completing a group activity, such as analyzing a community partnership experience
- to small groups after completing a group project, discussion, etc.
- to individual students about participation in groups, written work, etc.

COMPARE STUDENT AND TEACHER FEEDBACK

After completing a community partnership or other class activity, student and teacher evaluations may be compared:

e.g., Evaluate a visit to a newspaper office, a classroom presentation by a community member, a film, a newspaper article.

IDENTIFY AND DEFINE THE FOCUS OF THE FEEDBACK

Identify the focus of an evaluation and provide opportunities for students to obtain a thorough understanding of the focus.

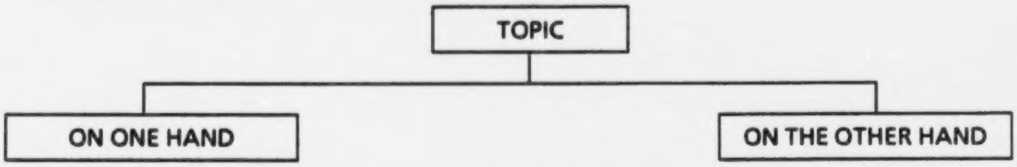
e.g., The intent of the feedback may be to focus on whether the supporting details relate to the facts and the thesis statement. Provide practice for students to enhance their knowledge about thesis statements, facts and supporting details.

USE VARIOUS FEEDBACK, TECHNIQUES AND TOOLS (See Evaluation in the preamble to this document and Process.)

e.g., de Bono's PMI*

Plus	Minus	Interesting

Comparative and Contrastive Maps



PROVIDE OPPORTUNITIES FOR STUDENTS TO RESPOND TO THE WORK OF PEERS

Initial activities should have students working with a self-selected partner and have one feedback focus.

As students become increasingly comfortable and feedback less threatening, the teacher may pair students on occasion, the focus may increase to two or three skills and/or behaviours, and the subject of the evaluation may vary.

---

* See de Bono, Appendix B.

CRITICAL/CREATIVE THINKING AND INQUIRY STRATEGIES

CRITICAL THINKING

The process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

CREATIVE THINKING

The process of producing novel and insightful approaches and ideas.

CRITICAL THINKING is a process of analyzing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This process can involve the use of criteria to make judgments about the past, present and future. It is not a single activity or skill. While it may be involved in, it is not synonymous with problem solving, decision making or Bloom's taxonomy. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put, to evaluate the importance of an idea.

CREATIVE THINKING emphasizes divergent thinking and the production of new and original ideas. We value its importance for producing new knowledge, innovations and artistic expressions.

Critical and creative thinking (judging and producing ideas) consist of a number of strategies using various skills. Some of the skills are listed below.

CRITICAL THINKING SKILLS

Distinguish between facts and opinions
Determine the reliability of information
Determine the accuracy of information
Distinguish relevant from irrelevant information
Detect bias, stereotyping, clichés and propaganda
Identify assumptions
Identify ambiguous statements
Recognize inconsistencies in a line of reasoning
Determine strength of an argument
Consider and assess a variety of alternatives before forming an opinion or making a decision

CREATIVE THINKING SKILLS

Reassess ideas and approaches
Identify new ways of doing things
Combine the best from the old and the new
Organize ideas in new ways
Express thoughts and feelings in original ways

INQUIRY STRATEGIES

Inquiry strategies are used to locate and organize information about a question, a problem or an issue.

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define a question/problem

Develop questions or hypotheses to guide research

Gather, organize and interpret information

Develop a conclusion/solution

A MODEL FOR MAKING DECISIONS

Identify an issue

Identify possible alternatives

Devise a plan for research

Gather, organize and interpret information

Evaluate the alternatives, using collected information

Make a decision, plan or take action on the decision (if desirable and feasible)

Evaluate the action plan and decision-making process

INQUIRY PROCESS MODEL (1981)

Identify and focus on the issue

Establish research questions and procedures

Gather and organize data

Analyze and evaluate data

Synthesize data

Resolve the issue (postpone taking action)

Apply the decision

Evaluate the decision, the process and (where pertinent) the action

TEACHING A THINKING STRATEGY

Alley and Deshler's approach to strategy teaching uses the following instructional steps:

1. **TESTING** students on a task that requires the use of the strategy to be taught. The results are discussed with each student, emphasizing individual strategy deficiencies.
2. **DESCRIBING** the steps involved in the target strategy to students. Details include specific appropriate behaviours, their sequence and ways in which the strategy could assist students.
3. **MODELLING** the strategy for students. Teachers should think aloud so the student can follow every process involved in the strategy.
4. **ASKING** students to rehearse verbally.
5. **PRACTISING THE STRATEGY** with the students through controlled activities/materials.
6. **PROVIDING TEACHER FEEDBACK.**
7. **USING GRADE-APPROPRIATE ACTIVITIES** to practise strategies.
8. **PROVIDING POSITIVE AND CORRECTIVE FEEDBACK** as students progress through practice material.
9. **RETESTING STUDENTS** to determine the extent of acquisition of the strategy. (Same test given in Step 1, using different materials.)

Reference

Alley, Gordon and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods*, Love Publishing Co., 1979.

DE BONO'S TOOLS FOR TEACHING THINKING: CoRT

> "Thinking is a skill, and like a skill, it can be developed and improved if one knows how."
>
> – Edward de Bono

There are many proponents of direct teaching of thinking as a skill and Edward de Bono is one of the internationally recognized authorities in the field. He proposes a "tools method" whereby techniques for guiding the thinking processes are taught as discrete skills, practised in elementary contexts and later applied spontaneously and independently to real problems. The real life problems change but the tools remain applicable. A list of thinking tools follows.

PMI tool This tool reminds students first to direct their attention to the **Plus** points, then the **Minus** points and finally the **Interesting** points of a new idea, not just to a yes or no conclusion. Students must make an honest and thorough search in each direction. Once this thinking tool is learned, students will resort to its use spontaneously and independently in their problem-solving endeavours.

Example:
What would happen if we removed all the seats from city buses?

Plus	Minus	Interesting
• more passengers could be transported • it could then become less expensive to ride	• accidents could be disastrous! • bus travel would be uncomfortable	• human interaction would change • people in wheelchairs may appreciate change

Applied to real life problem-solving situations, a PMI can help individuals to clarify and help arrive at answers to such questions as:

- Should I quit school?
- Should I move to Edmonton?
- Should I take a part-time job?
- Should our school adopt uniforms as the standard dress for all students?

C and S (Consequences and Sequels):

- listing the immediate, short-term and long-term effects of a choice to help make a decision.

CAF (Consider All Factors):

- brainstorming and listing everything that needs to be considered in thinking about a problem, formulating a plan, organizing the input and making a decision.

FIP (First Important Priorities)

- making and examining a list and priorizing items in the list.

AGO (Aims, Goals, Objectives)

- developing an action plan and/or making a decision by examining the desired outcomes.

APC (Alternatives, Possibilities, Choices)

- searching for alternatives and extending beyond the obvious in order to consider other possibilities and choices.

OPV (Other People's View)

- collecting, examining and considering the views of others.

These simple tools are the components of the first section of de Bono's program which is called CoRT (Cognitive Research Trust). These tools promote the making of a broader perceptual map; that is, how widely and deeply we see. For Integrated Occupational Program students, the following should be considered:

- make use of key visuals (e.g., charts, lists) to store the information and act as a permanent external memory in the problem-solving process
- provide opportunities for practice using these tools in meaningful and novel problem-solving contexts to promote transfer and spontaneous use
- discuss with students the most appropriate tool to use for a particular problem and have them substantiate the reason for their choice.

References

de Bono, Edward. "Beyond Critical Thinking", Curriculum Review, January/February 1986, pp. 13-16.

de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method", Special Services in the School, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33-47.

CRITICAL/CREATIVE THINKING STRATEGIES

The intent in teaching process skills and inquiry strategies is to increase student metacognition; that is, their awareness of personal thought processes.

The English program is designed to facilitate student recognition and application of various process skills and inquiry strategies.

While learning-to-learn strategies are formally addressed in the English program, all teachers are encouraged to reinforce inquiry strategies in every subject of the Integrated Occupational Program through cooperative planning. A teaching strategy may involve the introduction and application of the semantic webbing strategy in the English class. Other IOP teachers could incorporate semantic webbing during appropriate lessons to fortify the strategy in another context. As a result of cooperative planning and reinforcement in a variety of contexts, students may recognize the transferability of inquiry strategies.

Critical/Creative Thinking Strategies are intended to structure process skills to help develop student:

- awareness of individual learning patterns
- repertoires of thinking strategies
- application of a variety of thinking strategies.

Five "Critical/Creative Thinking Strategies" are recommended for use in the Integrated Occupational Program.

BRAINSTORMING (FLUENCY)

Brainstorming or fluency activities generate creative thinking, as the free flow of ideas is not hindered by assessment. Students are encouraged to verbalize, write or demonstrate all their ideas about a concept, word and/or event. Fluency activities may be used to:

- introduce a new unit
- review previously learned knowledge
- explore feelings and emotions
- initiate a community partnership activity.

Classroom fluency activities contribute to increased individual creativity and may also:

- increase student self-esteem (all ideas are accepted)
- motivate students
- enhance classroom cohesiveness.

2:5

Teachers may wish to incorporate qualifiers to provide an achievable goal (e.g., list 20 items that. . . .)

The following suggestions may prove useful to introduce and apply fluency:

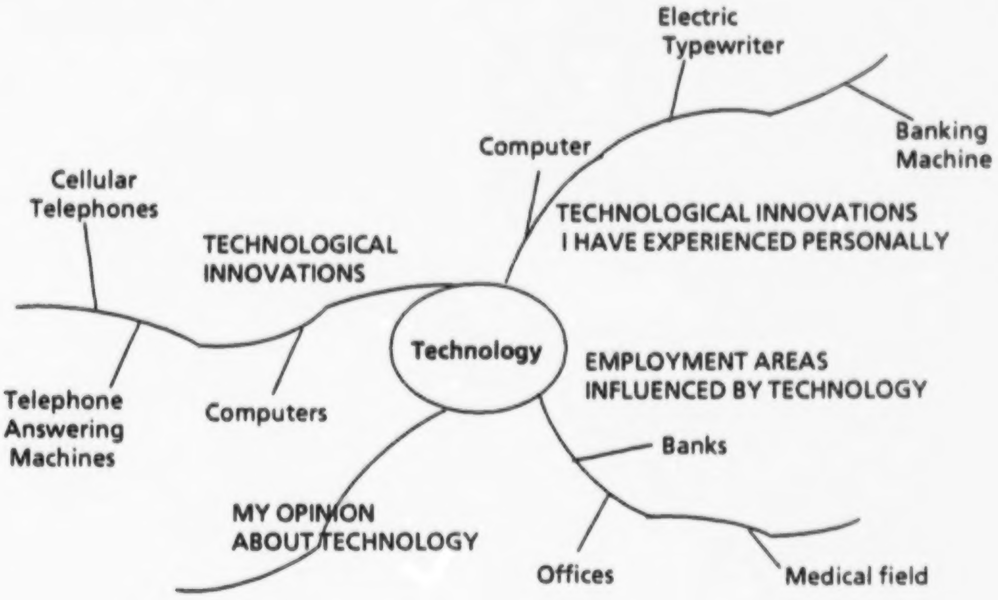
1. List the names of all the jobs you can think of. Special recognition will be given to the student who lists the largest number and/or who lists a job others fail to identify.
2. Tell me all the organizations/agencies related to the medical system and I/we will summarize your comments on the overhead.
3. Organize yourselves into groups of three and make a group list of uses of a paper plate.
4. We have been calculating wages in mathematics class. Where in the community can we go to learn more about wages, salaries and other employee financial arrangements?

MIND MAPPING

Mind mapping is similar to fluency as free thinking is encouraged and all ideas are accepted; however, structure, commonly in the form of categorizing, is incorporated in the mind mapping thinking strategy. Mind mapping encourages students to create a diagram displaying the ideas emerging from the thinking process. This strategy may be used to:

- recall and/or store personal information
- explore new vocabulary, concepts or issues
- develop a set of ideas expanding upon a main topic as a prewriting activity
- organize ideas from a fluency activity
- store, recall, organize, imagine and analyze information.

The diagram below illustrates the use/structure of the mind mapping strategy by exploring a concept in preparation for writing.


Technology
TECHNOLOGICAL INNOVATIONS
Cellular Telephones
Telephone Answering Machines
Computers
TECHNOLOGICAL INNOVATIONS I HAVE EXPERIENCED PERSONALLY
Computer
Electric Typewriter
Banking Machine
EMPLOYMENT AREAS INFLUENCED BY TECHNOLOGY
Banks
Offices
Medical field
MY OPINION ABOUT TECHNOLOGY

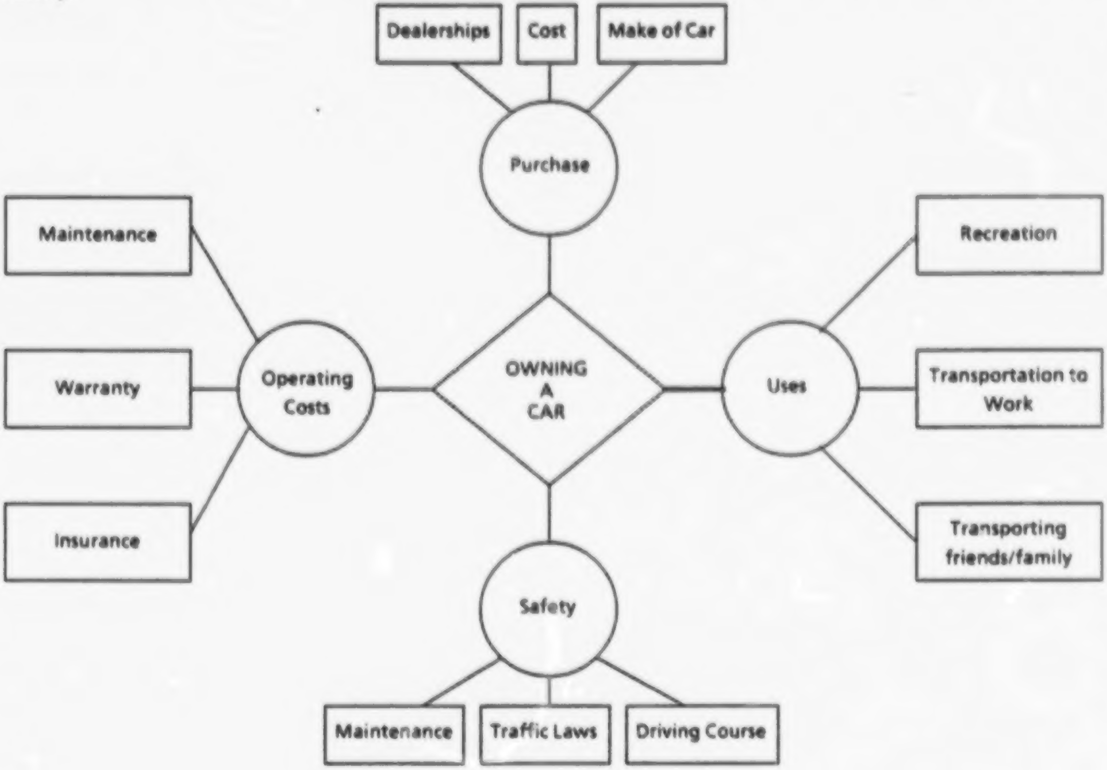
Depending upon the abilities of students, teachers may wish to extend the categories represented by each "arm" of the map. Referring to the previous example, extension categories may include technology and the quality of life in the community, province, country.

SEMANTIC WEBBING

Semantic webbing is also intended to expand student knowledge and application of critical and creative thinking. Similar to mind mapping, ideas relate to a central concept. Semantic webbing, however, involves further structure to enable students to complete a variety of activities including:

- reviewing subject material for a test
- outlining processes in planning activities
- connecting new information to old knowledge
- outlining the setting, qualities and behaviour of the main character, the plot and/or the conflicts of a story
- illustrating parts of a piece of equipment.

A diagram of a semantic web using "Owning a Car" as the main idea follows. A semantic web may serve to initiate further exploration of each detail and/or sub-detail. To illustrate, "Safety" could become the main idea of a new configuration which may investigate details and sub-details of vehicle safety.


Dealerships
Cost
Make of Car
Purchase
Maintenance
Warranty
Insurance
Operating Costs
OWNING A CAR
Uses
Recreation
Transportation to Work
Transporting friends/family
Safety
Maintenance
Traffic Laws
Driving Course

LATERAL THINKING

A lateral thinking strategy may be used to solve a problem by adopting a different method of attack rather than extending the current method. The concept of "bigger and better" opposes the lateral thinking objective. To illustrate, increasing financial support for social services may not necessarily improve the quality of care; increasing technology may not necessarily improve quality of life and employment opportunities, etc.; increasing the number of highways may not be the ideal way to solve transportation problems.

Lateral thinking may prove to be challenging to most students as they are required to alter an often deeply ingrained mind set – that "bigger is better".

Teachers are encouraged to initiate the learning of lateral thinking, using fairly simple concepts such as asking students to think of everything with:

	Sample Responses:	
	Conventional	**Unconventional**
• wheels	bicycles	watches
• a triangular shape	Christmas trees	cones on the retina of the eye
• gills	goldfish	human embryos
• the letter "z"	zebras	scrabble games

Students' lists will contain conventional responses (bicycles, Christmas trees, goldfish, zebras) and with practice will include a variety of unconventional responses (watches, cones on the retina of the eye, human embryos, scrabble games). A variety of similar activities will assist in expanding students' mind sets.

Subject related examples of lateral thinking may include:

- Mathematics: Fractions – e.g., $\frac{1}{4}$
  - quarter time in music
  - quarter of an hour
  - quarter percent regarding interest rates
  - quarter horse
  - quarterback
  - quarter of one dollar.
- Practical Arts: Cooking – If the stove fails to function, how can we cook?
  - a bar-b-que
  - a campfire
  - a heated rock
  - a car manifold
  - a microwave oven.

MOVIES OF THE MIND

The movies of the mind thinking strategy states that learning will increase when connections are made between the cognitive and affective domains. When possible, concepts are to be taught in reference to emotions and/or the five senses. Students are encouraged to recall and/or imagine a word, concept or issue, to display the information in their minds as if it were a movie, and to recall or associate feelings/sensations with the events of the movie.

Movies of the mind provide opportunities for:

- deeply stored information to surface and
- students to transfer and/or connect old knowledge to new information.

To connect old and new knowledge for greater understanding, students may be asked to imagine a movie of the mind about when they studied bacteria growth on various substances in science. While the movie is "playing", students would recall the smells, sights, sounds, tastes and feelings they may have experienced at that time. (Imagining the affective domain will often increase cognitive recollection.) A lesson on bacteria, one-celled organisms, infections, diseases or other related topics could then be developed and students would build new information upon old, recalled knowledge.

References

Buzan, Tony. *Use Both Sides of Your Brain.* E.P. Dutton, N.Y., 1983.

Chambers, John H. "Teaching Thinking Throughout the Curriculum – Where Else?", *Educational Leadership*, 45, 7, April 1988.

Costa, Arthur L. "Teaching for, of, and About Thinking", *Developing Minds: A Resource Book for Teaching Thinking.* Association for Supervision and Curriculum Development. Alexandria, Va., 1985.

de Bono, Edward. "The Direct Teaching of Thinking on a Skill", Phi Delta Kappan, 64, 10, June, 1983.

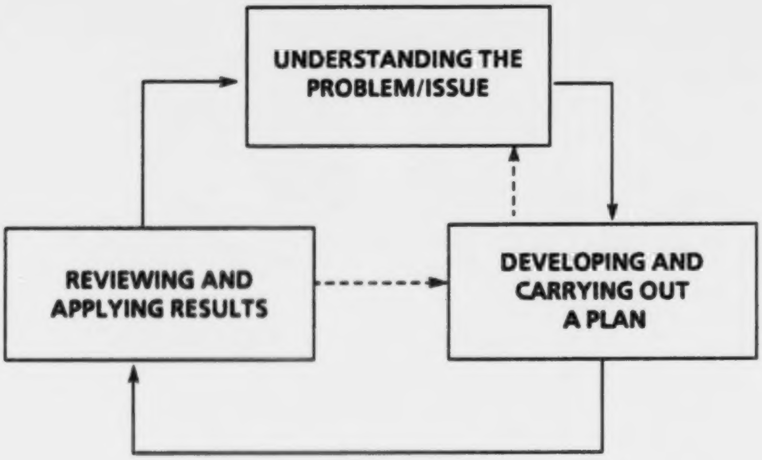
Juntune, Joyce. *Developing Creative Thinking – Book 1 and Book 2.* Circle Pines, MN, 120 Creative Corner, 1984.

Phillips, Gary, and Maurice Gibbons. *Ways to Improve Classroom Instruction.* Edu. Serv., 1155 West 8th Avenue, Vancouver, B.C., V6H 1C5.

Sternberg, Robert J. "In Defense of 'Critical Thinking' Programs", Education Week, October 15, 1986.

A PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK FOR IOP

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies. Its use will depend on individual problems and individual students. Students may not always use each stage of the model and will select only those strategies that are appropriate to the concern or problem. Students should recognize problem solving/decision making as a series of interrelated actions that lead to a solution.


UNDERSTANDING THE PROBLEM/ISSUE
REVIEWING AND APPLYING RESULTS
DEVELOPING AND CARRYING OUT A PLAN

The following guidelines may be of assistance in planning effective problem-solving/decision-making activities.

- Share the framework and strategies with all students.
- Encourage students to be creative and experimental in their approach to problem solving/ decision making. The strategies in problem solving and decision making, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities in context and/or in a skills-focused mini-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest and experience, and that the cognitive demands of the issue/ problem correlate with developmental levels of the students.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation, and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem; however, past experiences or present attitudes may prevent some students from accepting this challenge.

UNDERSTANDING THE PROBLEM/ISSUE

During this stage, students are encouraged to think about the problem before attempting a solution. The teacher may ask questions and suggest strategies to focus attention on information and conditions of the problem.

Problem-solving strategies used in this stage include:

- knowing the meaning of all words in the problem
- identifying key words
- looking for patterns
- identifying given and needed information
- identifying extraneous information
- restating the problem in one's own words
- asking questions
- drawing pictures/diagrams
- using concrete manipulatives
- interpreting pictures/charts/graphs.

DEVELOPING AND CARRYING OUT A PLAN

In this stage, students should plan strategies for solving the problem and then use these strategies to actually solve it. When planning strategies, students should look for various methods of solving the problem. It should be emphasized that there are many strategies that can be used effectively to solve the problem. Once appropriate strategies have been planned, the student "carries out the plan" to arrive at a solution.

Strategies used in this stage of the process include:

- guessing and checking (improving the guess)
- choosing and sequencing the operations needed
- acting out or simulating the problem
- applying patterns
- using a simpler problem (making an analogy)
- collecting and organizing data into diagrams, number lines, charts, tables, pictures, graphs or models
- experimenting through the use of manipulatives
- breaking the problem down into smaller parts
- working backward
- using logic or reason
- estimating the answer
- documenting the process used
- working with care
- working in a group situation where ideas are shared.

REVIEWING AND APPLYING RESULTS

This stage encourages students to assess the effectiveness of their solution, and to consider the accuracy of their results. Answers should be related to the question in the problem to verify that the problem has indeed been solved. Evaluation of the strategies used increases awareness of their appropriateness and of other strategies that might have been used. Reflection on the process used should encourage students to generalize and apply the strategies to related situations.

Strategies in this stage of the process include:

- stating an answer to the problem
- restating the problem with the answer
- explaining the answer
- determining if the answer is reasonable
- discussing process used and applying it to other problems
- discussing other ways to solve the problem
- checking the answer
- making and solving similar problems
- considering the possibility of other answers.

COOPERATIVE LEARNING

Cooperative learning is a teaching-learning strategy that encourages and requires students to work together in order to achieve common goals. Teachers provide a situation that is structured so that students are dependent upon each other to complete a learning task.

Note: *The degree of success achieved through cooperative learning strategies depends upon effective and continuous teacher, peer and self-evaluation, nature and interpersonal maturity of students and focus of the activity. Teachers are encouraged to select teaching strategies in keeping with abilities and needs of students.*

The basic elements of cooperative learning are:

- positive interdependence of group members
    - common goals
    - division of labour
    - sharing materials, information and resources
    - individual/group rewards
- direct interaction among group members
- individual accountability for completing and mastering assigned material
- interpersonal and small group skills development.

Teachers are encouraged to review a variety of appropriate materials in order to enhance understanding of cooperative learning and related classroom strategies. The following may be of assistance:

- Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. *Circles of Learning: Cooperation in the Classroom*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA. June 1986.

- Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. *Cooperation in the Classroom: Revised*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA. 1988.

COOPERATIVE LEARNING STRATEGY: TEAM PLAN

The team plan strategy will provide opportunities for students to cover course material while enhancing personal and interpersonal skills. The teacher is a coach, director, monitor, rather than a supplier of information. Cooperation is crucial because individual and group success requires the combined efforts of each member. Students are responsible for their own learning and the learning of their peers.

- Organize students into "team groups" of two to four members
- Have each student become responsible for a section of the total task:
  e.g., gathering data for a visual; answering questions; completing one part of a case study investigation.
- Have students who are responsible for the same tasks reorganize into "specialty squads". The "specialty squads" will enable students to master the topic through discussion, note making, etc. Students will develop a plan to present the information to their "team group".

- Use a variety of methods and sources to evaluate student, individual and group performance. (See "Evaluation" in the preamble to this document, pp. 9-10.) Marks should be based on the average of an individual's grade and the average of grades obtained by the remainder of the "team group".
- Students return to the "team group" to review and reflect on how much they have learned and on how well they worked together.

COOPERATIVE LEARNING STRATEGY; PARAPHRASING

Provide opportunities for students to paraphrase in pairs in order to promote group effectiveness. When paraphrasing, the receiver may:

- restate the sender's message and feelings (not mimic or parrot)
- preface statements, using phrases such as
  - you think, feel, believe that....
  - your position is....
- avoid any indication of approval/disapproval
- be accurate
- avoid adding or removing information
- try to put self in sender's position.

SQ3R STRATEGY

SQ3R is a study method designed by Robinson (1946), and refers to Survey, Question, Read, Recite and Review. The steps involved in the SQ3R approach are:

1. **Survey:** surveying to provide a framework for organizing facts
   - noticing chapter titles and main headings
   - reading the introductory and summary paragraphs
   - inspecting graphs, charts and other visuals.
2. **Question:** formulating a list of questions to be answered when reading the passage.
3. **Read:** reading the passage to answer the questions.
4. **Recite:** answering the questions without looking at the material.
5. **Review:** verifying and correcting recited answers by rereading the passage and noting the main ideas and the relationships that exist among various ideas.

This method helps students remember content material. SQ3R works well with more competent readers. For those with serious reading difficulties, the Multipass or PARS techniques are more effective alternatives.

Reference

Robinson, F. P. *Effective Study.* Harper Brothers, New York, 1946.

PARS TECHNIQUE

PARS is another study-read technique which consists of four steps:

- P – set a purpose
- A – ask questions
- R – read in order to find answers to the questions
- S – summarize what has been learned in one's own words.

1. **Purpose.** As a pre-reading activity, discuss with the students why they need to read the selection (e.g., to obtain information, to follow instructions).

2. **Ask questions.** Students may require help to formulate the questions they will need to guide them through the reading selection.

   Questions can relate either to the author's purpose:

   e.g., What are the author's main ideas?
   How are these ideas supported?
   What conclusions are reached?

   or to the specific content:

   e.g., What is the nature of nuclear fission?
   What applications can be made of nuclear radiation?

   It may help to represent the questions using a semantic web. (See Reading, "Semantic Webs and Maps".)

3. **Read.** When purposes are set and questions, are formulated, students are prepared to read. They now have a structured plan for processing the information and ideas, which will enable them to increase the amount of content retained and to retain information for longer periods of time.

4. **Summarize.** Learning becomes fixed in students' minds as they express principal ideas in their own words.

Reference

Nelms, Virginia C., and Maybelle Newby. "Comprehension of Expository in Middle Grade Classrooms", 1985. Paper presented at the annual meeting of the Georgia Council of the International Reading Association, Spring Conference.

MULTIPASS: A STUDY–READ STRATEGY

Multipass is a study-read strategy that has proven to be a highly effective strategy for students with learning difficulties (Schumaker et al, 1982). Multipass is essentially an adaptation of the SQ3R method. SQ3R tends to be more successful with stronger readers.

Multipass involves three sub-strategies: Survey, Size-up and Sort-out. Each sub-strategy requires the student to "pass" through the reading material.

1. **Survey Pass.** This is a previewing pass, the purpose of which is to ascertain the main idea and organization of the reading material. Specifically students are required to:
   - read the title
   - read the introductory paragraph
   - peruse the table of contents, noting relationships among the chapters
   - note how the piece is organized by reading major subtitles
   - look at illustrations and read the captions
   - read the summary paragraph
   - paraphrase all the information gained from the above.
2. **Size-Up Pass.** On a size-up pass students gain specific information and facts without reading the piece from beginning to end by:
   - reading questions at the end of the selection to determine what facts appear to be the most important to learn
   - placing a check mark (✓) beside questions they can answer as a result of the survey pass
   - working through the chapter again, and this time:
     - look for textual cues (e.g., boldface print, italics)
     - make the cues into questions (e.g., if the cue was the italicized vocabulary word "conqueror", students ask, "What does conqueror mean?")
     - skim through the surrounding text to find the answer
     - paraphrase the answer to themselves, without looking in the book
     - paraphrase all the important facts and ideas in the entire chapter.
3. **Sort-Out Pass.** On this pass, students test themselves on the material by once again looking at the questions. If some remain unanswerable, students may:
   - recall and skim the section where they may locate the answer
   - if the answer is not found, recall and skim another relevant section
   - repeat until all questions are answered.

Reference

Schumaker, J.B., et al. "Multipass: A Learning Strategy for Improving Reading Comprehension" Learning Disability Quarterly, Volume 5, Summer, 1982, pp. 295-304.

DIRECTED READING/THINKING ACTIVITY (DRTA PROCEDURE)

The DRTA procedure allows students to set their own purpose for reading and to test and evaluate their ideas through observation and organization of available data. The procedure is most appropriately used with a small group.

Steps:

1. Students are told the name of the story or assignment and asked to predict what they think it is about.
2. Students check their predictions by looking at pictures and graphics, and by actually reading the material.
3. Students read to determine who made the right predictions and why.
4. Formulate questions relating to predictions. Teachers' and students' questions may fall into three categories:
    - What do you think?
    - Why do you think it?
    - How can you verify or refute your thinking?

When the DRTA routine is established, students can use the following guide to work independently and respond in writing:

1. Read the title and note pictures and other graphics. What do you expect the story/article will be about? Why? Write your answers to these two questions before you read any of the material.
2. Read the story to verify or refute your speculations. Were you right? Prove it. Were you wrong? How do you know? Write your answers to those questions before you continue reading.
3. Before you continue reading, answer this question: What do you expect to happen next and why?
4. Read until you determine whether you are right or wrong. How do you know you are right/wrong?

If the material read is expository and contains subtitles, students should be taught to restate each subtitle as a question. This will set the purpose for reading the section it introduces.

SCORER: TEST-TAKING STRATEGY

Description of Strategy

This strategy is designed to aid students to approach test taking systematically.

1. **S – Schedule** your time. The student must think of:
   a. How many questions are there?
   b. What are the weightings of the various questions?
   c. Which questions are easy? difficult? quick to answer? The time needed to complete each section should then be estimated (e.g., a multiple choice test of 120 questions with a one hour time limit is: 60 / 120 = .5 minutes per question).
2. **C – Clue** words. Most exam questions have built-in clues. Use them. (See Inquiry, "Clue Words".)
3. **O – Omit** the difficult questions. The following procedure is suggested to aid students in this step.
   a. Move quickly through the test for the initial pass: don't dawdle; keep moving.
   b. When a question appears easy or you're certain of the answer, answer it.
   c. Skip those questions on the first pass which appear difficult. When a question is missed, mark the margin with a symbol (+ or ✓) to show that you need to come back to it.
   d. When the easy and certain questions are answered, return to those skipped and marked with a symbol, and try again.
   e. If you still are unable to answer on the second pass, mark the questions again by changing the "+" to a "+ +" or / to "✓✓". Keep moving.
4. **R – Read** the directions for the entire test and for each test question very carefully.
5. **E – Estimate** your answers. This could have two meanings, according to the type of test question:
   a. Those involving calculations or problem solving – roughly estimate the 'ball park' figure.
   b. Multiple choice – take an educated 'guesstimate' at a possible answer if you are unable to answer the question on the third pass. Never leave questions unanswered unless you are penalized for wrong answers.
6. **Review:**
   a. Use every minute available to you. Return to the double checked (+ + or ✓ ✓) difficult questions first. Look for new clue words and hints. Next review the single checked questions (+ or ✓), and finally the unchecked ones, if there is time.
   b. Only change answers if you have a good reason to do so.
   c. Be sure all questions are answered.
   d. Make certain that your name is printed on all separate sheets.

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TEST-TAKING CLUE WORDS

All or Never: In true-false questions, these words usually indicate a false answer.

Usually or Sometimes: In true-false questions, they usually indicate a correct answer.

The following terms are frequently used on tests and should be reviewed to ensure that all students know their meaning.

Compare	– Look at two or more things and find how they are alike.
Contrast	– The opposite of compare. Look at two or more things and see how they are different.
Criticize	– Look at something and write about its worth. What might be wrong with it?
Define	– Give a clear meaning.
Diagram	– Make a drawing or a chart and label all the parts.
Discuss	– Explain the good and bad points of something.
Enumerate	– Answer in an outline form; list all the facts point by point.
Evaluate	– Similar to discussing, but more emphasis is on individual opinions.
Explain	– Tell how and why something happened.
Illustrate	– Support the written/spoken answer with a drawing or chart.
Interpret	– Give a personal opinion as to how and why something happened.
Justify	– Prove a personal answer by providing evidence.
List	– Put the answer down point by point.
Outline	– List the major and minor points.
Prove	– Present evidence to justify the answer.
Relate	– Emphasize points that are similar/different and describe them in writing.
Review	– Examine the major points of the problem critically.
State	– Write about the main points omitting any details. Be brief.
Summarize	– Present the main points only.
Trace	– Start at the beginning of an event and follow its progress through to the end, describing major points along the way.

AN INVENTORY OF STUDY SKILLS

To help develop study skills, students should:

- adjust reading rate to suit reading task (e.g., skimming, scanning)
- apply study-read strategies appropriately (e.g., multipass, PARS)
- use information from maps, graphs, charts
- apply strategies to get an overview of reading material (e.g., make use of advance organizers such as headings, summaries)
- keep lists of difficult vocabulary which must be reviewed
- interpret common symbols, signs, abbreviations
- locate reference materials in the library
- locate information in a book (e.g., use table of contents, index, chapter headings)
- develop note-taking strategies in formats appropriate to the task
- organize notes/handouts so they are easy to locate when necessary (e.g., in binders or duotangs)
- file important assignments/exams for future study
- develop test-taking strategies
- generate questions for guiding individual studying (e.g., as a check on what students think is important to know, have them make up questions they believe should be on the exam)
- highlight material to be emphasized for future study (e.g., make margin notes; use highlighter pen, underlines)
- develop mnemonic devices and other memory joggers as an aid to comprehension and remembering
- be aware of personal learning style/modality preference, and establish study environment to suit student's needs (e.g., auditory learners need complete quiet)
- prepare study environment to make the most of available time (e.g., has on hand sharpened pencils, eraser, highlighter pens, ballpoint pens, scrap paper, and calculator)
- manage free time/set up a schedule to review, practise and study material to be tested
- manage stress when studying and taking exams
- develop self-management strategies for directing/focusing attention and increasing concentration.

PREVIEWING A RESOURCE

OVERVIEW

To foster students' success, "study skills" should be taught, modelled and reinforced throughout the course. This activity is designed to review directly, skills in reading a resource. Students will preview a resource to identify the information and resources contained in it and how these may be helpful. Students will practise skills in locating and organizing information. This activity can be extended with a review of, or instruction in, note-taking methods.

PROCEDURE

1. Provide students with a checklist of the parts of a resource, such as the following:

CHECKLIST FOR PREVIEWING A RESOURCE

1. Title:
   a. What is the title?
   b. Is there a subtitle?
   c. What does the title tell you about the kinds of topics this resource will cover?
   d. What is the type of resource?
      - textbook
      - library reference book

2. Front of Resource:
   a. Which of the following are included?
      - preface
      - foreword
      - introduction
      - specific information to the student
   b. Look at the table of contents. List four topics this resource will cover.

3. Back of Resource:
   Which of the following are included?
   a. bibliography
   b. epilogue
   c. glossary
   d. index
   e. appendix

4. Sample Chapter/Section – look at one chapter/section in the resource.
   Which of the following are included in each chapter?
   a. headings – list 3
   b. introduction
   c. objectives for the chapter
   d. summary or conclusion
   e. exercises or review questions
   f. vocabulary identified
   g. charts, graphs, pictures, etc.
   h. words in italics, boldface type, highlighted sections. (If so, what are these techniques used to indicate?)

2. Initiate discussion on why various features are in a resource and what possible help or use they could be to the student. Discussion should conclude with students identifying several ways in which the resource can help them personally.

   Students should also offer comments on whether they think the resource is a good choice, explaining their reasons, and whether they think it will be helpful to students.

3. Follow this activity with a review of good note-taking techniques, using the resource as the basis for the notes.

4. Throughout the course, reinforce previewing/surveying skills as students use individual chapters in the resource.

EVALUATION:
- Informally evaluate the accuracy of students' preview worksheets through discussion and self-correction.
- Have students exchange worksheets and peer evaluate.
- Provide opportunities for students to compare worksheets in pairs or small groups.
- Have students hand in their sheets for teacher formal evaluation.

Note: The overview may be adjusted to be used with magazines, newspapers and audio-visual materials.

TIME MANAGEMENT

Effective time management will contribute to academic success and is a skill necessary for daily living. The following activity will assist students to:

- develop further awareness of personal use of time
- organize personal time more effectively.

Have students list activities and corresponding times for an evening. To illustrate, a sample follows.

ACTIVITY	TIME	TIME IN MINUTES
Return from school	4:30	
Snack	4:30 – 4:45	15 min.
Play ball	4:45 – 6:00	75 min.
Eat supper, household chores	6:00 – 7:15	75 min.
Watch TV	7:15 – 8:30	45 min.
Homework/studying	8:30 – 9:15	45 min.
Bath	9:15 – 9:30	15 min.
Listen to music	9:30 – 10:00	30 min.
Bed	10:00	

Have students determine the listed activities that may be inflexible or beyond their control, such as mealtimes and household chores, and those that are flexible, such as watching TV and completing homework. The following table may be used as an example and is based on the above sample schedule.

DAILY SCHEDULE

			Total hours/min.
Inflexible time			1 hr. 15 min.
e.g.,	chores, meals		
Flexible time			4 hrs. 15 min.
e.g.,	Entertainment		
	- participating in sports	1 hr. 15 min.	
	- watching TV	1 hr. 30 min.	
	Personal care	30 min.	
	- bathing		
	- hair care		
	Homework	30 min.	
	Studying	15 min.	
	Snack	15 min.	
		TOTAL TIME:	5 hrs. 30 min.

Have students refer to their personal time chart/daily schedule and complete the following activities:

- Calculate the percent of total time devoted to activities during flexible time, such as entertainment, homework and studying.
- Compare homework/studying time to other components of flexible time.
- Discuss the accuracy of placing homework/studying time under inflexible time rather than as a component of flexible time.

Instruct students to develop a weekly studying schedule. Both homework and studying should be included in their schedules.

Some students will study by reviewing the new material from each class on a daily basis, while others may select one subject per evening to study.

Remind students that managing time by completing homework and studying daily may decrease the time they will need to spend studying prior to an exam.

MODALITY PREFERENCES

Indicators of Modality Preference	To Accommodate Learning Modalities Use:
AUDITORY LEARNER makes noises prefers oral reading moves lips when reading silently is easily distracted likes phonics – spoken language is easier than written talks to self – counts out loud likes to discuss what needs to be done learns better with oral instructions requires oral interpretation of maps and diagrams studies either by reading the material to self, or by discussing it with others says material to self in order to learn it	poetry choral speech music oral drill teacher-read stories debates discussions tapes, radio lecture records speakers interviews telephone small group interchange oral presentations
VISUAL LEARNER examines, looks at, and reads about things is quiet, organized, and deliberate finds attractiveness of surroundings important organizes by size, colour, or other visual clues likes to help with displays and bulletin boards is first to pick up mistakes on the blackboard would rather read than be read to chooses a book frequently by its picture or its illustrations likes vivid imagery in stories doodles and draws (with detail) needs visual aids finds phonics hard unless symbol and printed word or picture accompany the sound watches outside the window has trouble remembering verbal messages	films/filmstrips videos maps/globes charts diagrams graphs photographs slides cartoons/captions transparencies books drawings paintings pictures objects/artifacts flash cards displays models puppet shows microscopes telescopes magnifying glass mime skits/plays

Indicators of Modality Preference	To Accommodate Learning Modalities Use:
TACTILE/KINESTHETIC LEARNER	
appears to be confined in the classroom	models/transparencies
points finger when reading	manipulatives
responds physically when listening to a story	games
drops things often	diorama
likes to make things	acting/mime/charades
likes to set up equipment	role playing
touches to get attention	field trips
stands closer to the person he is talking to than do most people	simulations
	filmstrips and/or slides
responds to physical touch	transparencies
likes to write on the blackboard	dance
moves lips when reading	plays/improvisations
	musical instruments
	body language
	labs
	note taking
	orienteering
	show and tell
	puzzles
	puppets
	objects – stamps, rocks, insects

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MODALITY PREFERENCES QUESTIONNAIRE

	True	False
1. In my spare time, I enjoy:		
a) watching TV	____	____
b) listening to music (tapes)	____	____
c) participating in team sports (e.g., rugby, hockey)	____	____
d) going to the arcade	____	____
e) visiting with my friends	____	____
f) reading books, magazines, comics	____	____
g) going to the movies	____	____
h) doing handwork (e.g., knitting, embroidery)	____	____
i) making models	____	____
j) going to the library	____	____
k) fixing things (e.g., working on a car)	____	____
l) reading the newspaper	____	____
m) going to places I've never been before (e.g., museum, garage sales, parks)	____	____
n) individual sports (e.g., jogging, biking)	____	____
o) playing games (e.g., cards, chess)	____	____
p) writing letters to friends	____	____
q) having a part-time job	____	____
r) drawing, sketching	____	____
s) listening to the radio	____	____
t) doing homework for school	____	____
u) taking photographs	____	____
v) working on the computer	____	____
w) practising a skill I want to perfect (e.g., dancing)	____	____
2. I learn new things best by:		
a) watching a demonstration	____	____
b) hearing an explanation (teacher, tape)	____	____
c) following a diagram, chart or map (e.g., going to my friend's house for the first time)	____	____
d) following charts, maps or diagrams that someone explains to me	____	____
e) watching a filmstrip	____	____
f) reading a book	____	____
g) playing games or role playing to prepare myself for the "real thing" (e.g., mock job interview)	____	____
h) reading a book that contains many pictures and diagrams	____	____
i) having a friend or classmate explain in their own words	____	____
j) experimenting and working things out by myself	____	____

	True	False
k) working alongside someone who can check my work as I go along	___	___
l) watching a movie (e.g., Shop Safety)	___	___
m) going someplace and seeing for myself (e.g., field trips)	___	___
n) having absolute quiet around me while I am learning	___	___

3. I remember things best by:

	True	False
a) watching a movie or TV	___	___
b) reading	___	___
c) hearing someone explain	___	___
d) writing things down (e.g., dates, phone numbers, reminders to do things)	___	___
e) watching demonstrations	___	___
f) thinking up a mnemonic device (e.g., the postal code for Strathmore is T0J 3H0; or Take Out Joy, Three Hours Only)	___	___
g) saying it over and over to myself until I'm sure I know it (e.g., locker combination)	___	___
h) doing something over and over again until I know it automatically (e.g., opening my locker, starting up equipment)	___	___
i) talking things over with friends or adults, especially if I might make mistakes	___	___
j) being reminded by someone else (e.g., teacher, parent)	___	___

SCORING FOR MODALITY PREFERENCES

1. Circle the number corresponding to each question that you indicated was true.

Key:

Auditory	Visual	Tactile/Kinesthetic
1a	1a	1c
1b	1d	1d
1e	1f	1h
1g	1g	1i
1s	1l	1m
2a	1p	1n
2b	1t	1o
2d	2a	1q
2i	2c	1r
2l	2d	1u
2m	2e	1v
3a	2f	1w
3c	2h	2g
3e	2l	2j
3g	2o	2k
3i	3a	2n
3j	3b	3h
	3d	
	3e	
	3f	
17	20	17

2. Tally your score in each area. Which learning modality do you use most often -- auditory (hearing)? visual (seeing)? or tactile/kinesthetic (experiencing)?

TIPS FOR ACCOMMODATING THE MODALITIES

NOTE: 20-30% of school age children appear to be AUDITORY

35% (approximately) of school age children appear to be VISUAL

30-40% of school age children appear to be KINESTHETIC/TACTUAL, VISUAL/TACTUAL

15% (approximately) of school age children appear to be KINESTHETIC

Following are suggestions for accommodating the auditory, visual, and kinesthetic learning modalities. This categorization is not precise. Readers' theatre, for example, is visual, auditory and kinesthetic. Using a variety of activities is the key. Sometimes allow learners to choose; at other times stretch their repertoires by choosing for them.

Remember, we set learners up for success when we present new material in their preferred mode.

READING

AUDITORY

- Read aloud to learners
- Have audio tapes available that give information. Include questions, allow think time and provide answers
- Have learners prepare choral reading, readers' theatre, oral presentations
- Point out the music of language
- Use chanting and rhyming to aid memory
- Use phonics
- Provide talk time for reviewing what has been read and for anticipating what is going to be read
- Develop the "mind's ear" so learners don't have to disturb others with their vocalization during quiet times
- Find music and sound effects to accompany stories and essays

VISUAL

- Have learners anticipate, speculate, predict and question before reading
- Have learners write "what ifs" regarding the text
- Have learners draw their answers to questions and/or book reports
- Develop sight vocabulary
- Encourage silent reading
- Have learners make "mind movies" while they read
- Assign visual essays
- Have students underline and make margin notes

KINESTHETIC

- Help learners define a purpose for reading
- Appeal to the emotions of the learners first, then set the task
- Encourage learners to make time lines, sequence charts, mind maps, and to underline key words and phrases as they read
- Have learners act out what they have read
- Ask students to respond to what has been read, using models, collages, mobiles or dioramas

WRITING

AUDITORY

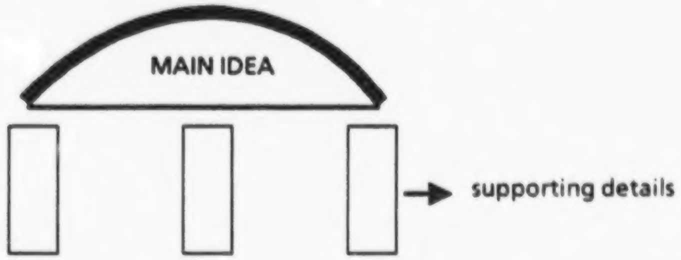
- Talk enables learners to extend and refine ideas. Use brainstorming, small and large group discussion, questioning and improvising
- Have learners share written work with other students in pairs or small groups. Hearing their writing often triggers revision, deletions and additions
- Have learners present polished copy orally to the class, on audiotape, or on videotape

VISUAL

- Imagine the topic. Have learners visualize how they feel, what they see (colour, texture, size, shapes . . .), what they hear, and what they smell. Have them make comparisons (metaphors and analogies), consider positive and negative reasons, and differences and similarities
- Make displays of student writing in the classroom, in the school hallways, and in the community
- Have learners colour code and cut and paste their revisions so they can see how their work improves

KINESTHETIC

- Have learners keep a file of notes and jottings of ideas for writing (an idea bank)
- Have learners draw conceptual maps or make outlines to cluster ideas. Provide headings for those learners who need them
- Encourage students to use shapes to organize and separate ideas; e.g.,



- Have learners improvise dialogue before writing it
- Provide a hands-on experience or a field trip as a prewriting activity
- Encourage learners to use a word processor

STUDY SKILLS

VISUAL

- Can usually tolerate sound – may even prefer to have background music
- Is distracted by movement so should find an out-of-the-way workplace
- Should memorize information in some logical sequence that can be visualized; e.g., learn the parts of a microscope by imagining the sequence of use
- Have learner colour code and use a variety of print and writing to highlight key points
- Have learner write margin notes when reading
- Have learner rewrite notes when studying
- Prior to a study session have learners write out everything they know about the content
- Have learner hang calendars and charts on the wall to remind them of deadlines
- Have learner make visuals of information to be learned and hang them on the wall
- Have learner sketch definitions

AUDITORY

- Usually cannot tolerate noise so must study in a quiet place
- Needs to talk over what has to be learned so might phone a friend, or follow mom or dad around the kitchen "lecturing"
- Have learner study with a partner – ask and answer questions
- Have learner record information on a tape and play it back
- Have learner talk to self – think up rhymes and chants to help remember content
- Have learner read material out loud

KINESTHETIC

- Often needs to pace in order to integrate information
- Have learner take a walk to clarify ideas
- Help learner personalize content to make it emotionally appealing
- Have learner write "everything I know" about the subject – check notes to discover what has been left out
- Have learner rewrite what needs to be learned as many times as necessary
- Have learner make models and/or conduct experiments to show the application of concepts
- Have learner act out the story of whatever needs to be learned; e.g., "The War of the Red and White Blood Corpuscles"

NOTE: Novelty and multiple storage help us remember, so have learner meet information in a variety of sensory and logical levels. Use auditory, visual and tactile/kinesthetic experiences. Make rich emotional inter-connections, make unusual comparisons, and personalize learning. Provide opportunity for the learner to use new information within 24 hours.

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DEALING WITH LECTURE

AUDITORY

- Have learners concentrate on what is being said. It may help to have them close their eyes and make associations
- Immediately following the lecture, provide time to talk about what has been said during the last ten minutes of the period
- Have learners jot down only the main ideas. Extensive note-making interferes with the auditory message
- Recognize that the tone of voice and manner of speaking may completely turn off (or on) the learners

VISUAL

- Provide these learners with reading material prior to the lecture
- Provide lecture notes or the text
- Use visuals (overhead projections, charts, pictures) to accompany the lecture
- Have learners make extensive notes that they can read later
- Have learners use the last ten minutes of the period to reflect in writing on the material covered

KINESTHETIC

- Provide emotional appeal in the lecture
- Have learners take copious notes. They may never read them again, but it is the writing process that puts it into memory

SMALL GROUP DISCUSSIONS

AUDITORY

- Learn by talking and listening
- Like to be group spokesperson
- Often need to learn to listen because they are overly eager to talk

VISUAL

- May be reluctant to talk
- Might choose to be a process observer or monitor
- Could read directions to the group

KINESTHETIC

- Likes to be recorder
- Likes to be responsible for materials

AN EXAMPLE OF APPLYING THE MODALITIES IN MATHEMATICS

USE MANIPULATIVES → VISUALIZE → TELL IT TO OTHERS → WRITE IT DOWN

AUDITORY

- Have learners explain the steps out loud while they are computing
- Use small group talk for problem solving and discussion
- Have learners teach their peers

VISUAL

- Have learners make step-by-step pictorial examples and display them on charts
- Use teaching films
- Use computers
- Organize numbers on graph paper
- Sketch concepts
- Have learners write why they solved the question incorrectly on returned assignments

KINESTHETIC

- Learners at all levels need concrete experiences first
- Appeal to the learner's emotions by personalizing the problem
- Use manipulatives as long as needed. The learners will tell you when they no longer need them
- Use games
- Integrate math concepts in physical education, fine arts, etc.
- Have learners solve problems on the blackboard
- Have learners study the lives of mathematicians

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EXTERNAL VS INTERNAL LOCUS OF CONTROL

INTRODUCTION

Locus of control theory is concerned with an individual's belief about the contingencies of personal behaviour. An external locus of control – that is, a belief that luck, chance, fate, or the whims of "powerful others" determine the outcomes of personal actions – is typically manifested by low achieving students and is significantly related to achievement behaviours, job success and career maturity. Locus of control orientation is amenable to change through various instructional and counselling interventions, such as life skills courses, instruction in goal setting and decision making, group discussions that explain the concept of locus of control and its personal implications, and teacher talk which places emphasis on the relationship between student performance and subsequent outcomes (e.g., "We won the game! All that practice and fitness training paid off in the end." or "You can be proud of your mark in social studies. Completing assignments, participating in class and studying for examinations have made a difference this term.") Encourage students to accept responsibility for the outcomes of their personal behaviour, and to move toward a more internal locus of control.

Distribute or read to students the questions from the "Locus of Control" sheets on the following pages. Provide adequate time for students to respond yes/no to each question. Remind students that answers are neither correct nor incorrect and to respond honestly.

SCORING PROCEDURE

Distribute or read the scoring sheet. Have students award themselves 3 points if their response is the same as the response on the scoring sheet. Students receive 1 point if their response is dissimilar to the response on the scoring sheet.

e.g., Question 1: A student who responds to question 1 with "yes" receives 3 points; a student who responds with "no" receives 1 point.

INTERPRETING SCORES

120 – 100	external locus of control
60 – 40	internal locus of control

Students who answer a majority of the questions the same as the responses provided is external. Extreme scores in either direction (i.e., too external or too internal) may be cause for discussion with students. Sometimes, it is appropriate to believe in plain bad luck or fate in order to cope with and accept life's circumstances. Accepting personal responsibility for one's attitudes/behaviours to these unfortunate occurrences is a key to maturity.

Locus of Control Score Sheet

1.	Y	11.	Y	21.	Y	31.	Y
2.	N	12.	Y	22.	N	32.	N
3.	Y	13.	N	23.	Y	33.	Y
4.	N	14.	Y	24.	Y	34.	N
5.	Y	15.	N	25.	N	35.	Y
6.	N	16.	Y	26.	N	36.	Y
7.	Y	17.	Y	27.	Y	37.	Y
8.	Y	18.	Y	28.	N	38.	Y
9.	N	19.	Y	29.	Y	39.	Y
10.	Y	20.	N	30.	N	40.	N

Scoring: 3 points if a student responds according to the score sheet.
1 point if a student does not respond according to the score sheet.

Note: The higher the score, the more externally motivated the student.

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LOCUS OF CONTROL

INSTRUCTIONS: Answer yes or no to the following questions.

Item	Answer	Points
1. Do you believe that most problems will solve themselves if you don't fool with them?	_____	_____
2. Do you believe that you can stop yourself from catching a cold?	_____	_____
3. Are some kids born lucky?	_____	_____
4. Most of the time do you feel that getting good grades means a great deal to you?	_____	_____
5. Are you often blamed for things that aren't your fault?	_____	_____
6. Do you believe that if somebody studies hard enough he or she can pass any subject?	_____	_____
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	_____	_____
8. Do you feel that if things start out well in the morning it's going to be a good day no matter what you do?	_____	_____
9. Do you feel that most of the time parents listen to what their children have to say?	_____	_____
10. Do you believe that wishing can make good things happen?	_____	_____
11. When you are punished does it usually seem it's for no good reason at all?	_____	_____
12. Most of the time do you find it hard to change a friend's opinion (mind)?	_____	_____
13. Do you think that cheering more than luck helps a team to win?	_____	_____
14. Do you feel that it's nearly impossible to change your parents' mind about anything?	_____	_____
15. Do you believe that your parents should allow you to make most of your own decisions?	_____	_____

Item	Answer	Points
16. Do you feel that when you do something wrong there's very little you can do to make it right?	_____	_____
17. Do you believe that most kids are born good at sports?	_____	_____
18. Are most of the other kids your age stronger than you are?	_____	_____
19. Do you feel that one of the best ways to handle most problems is not to think about them?	_____	_____
20. Do you feel that you have a lot of choice in deciding who your friends are?	_____	_____
21. If you find a four leaf clover do you believe that it might bring you good luck?	_____	_____
22. Do you often feel that whether or not you do your homework has much to do with what kind of grades you get?	_____	_____
23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	_____	_____
24. Have you ever had a good luck charm?	_____	_____
25. Do you believe that whether or not people like you depends on how you act?	_____	_____
26. Will your parents usually help you if you ask them to?	_____	_____
27. Have you felt that when people were mean to you it was usually for no reason at all?	_____	_____
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	_____	_____
29. Do you believe that when bad things are going to happen they are going to happen no matter what you try to do to stop them?	_____	_____
30. Do you think that kids can get their own way if they keep trying?	_____	_____
31. Most of the time do you find it useless to try to get your own way at home?	_____	_____
32. Do you feel that when good things happen they happen because of hard work?	_____	_____

Item	Answer	Points
33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?		
34. Do you feel that it's easy to get friends to do what you want them to?		
35. Do you usually feel that you have little to say about what you get to eat at home?		
36. Do you feel that when someone doesn't like you there's little you can do about it?		
37. Do you usually feel that it's almost useless to try in school because most other students are just plain smarter than you are?		
38. Are you the kind of person who believes that planning ahead makes things turn out better?		
39. Most of the time, do you feel that you have little to say about what your family decides to do?		
40. Do you think it's better to be smart than to be lucky?		

Nowicki, Stephen Jr. and Strickland, Bonnie R., "A Locus of Control Scale for Children", Journal of Consulting and Clinical Psychology, Vol. 40, No. 1, 1973, pp. 150-151. Reprinted by permission.

LOGICAL/NATURAL CONSEQUENCES VERSUS PUNISHMENT

Locus of control theory investigates the relationship between an individual's actions and resulting reinforcements. Many students harbour an **external** locus of control belief system, whereby they attribute rewards and/or successes to luck, fate, chance or the whims of powerful others. They may also be accepting of punishment as a consequence of mistakes and inappropriate behaviour. Students need to recognize that some consequences naturally or logically arise from their actions, and they should develop the ability to distinguish these from punishment.

Some of the differences between logical consequences and punishment are outlined below:

LOGICAL/NATURAL CONSEQUENCE Reality of the situation dominates: situation-centred	VS	**PUNISHMENT** Power of the authority dominates: self-centred
Relates logically to the behaviour		Fails to relate logically to behaviour; arbitrary
Excludes elements of moral judgment: good or bad, right or wrong		Involves some moral judgment: usually bad or wrong
Deals with present and future		Deals only with the past
Teaches the child to be responsible for personal behaviour		Implies the adult is responsible for the child's behaviour
Develops inner discipline		Maintains outer discipline
Maintains positive atmosphere with adults		Perpetuates antagonistic atmosphere
Influences or leads the child toward more desirable behaviour; trains for the future		Forces the child to obey: usually only temporarily effective
Retains the child's self-esteem		Diminishes the child's self-esteem

SUGGESTED ACTIVITIES

1. Initiate a discussion guiding students to recognize and understand natural consequences.
2. Encourage students to share some common problems and to contribute their ideas as to the possible consequences.

3. Categorize these consequences as natural/logical or as punishment, using a chart similar to the illustration below.

	Natural/Logical Consequence	**Punishment**
• sleeping in on a school day • overeating junk food • failing to brush/floss teeth • failing to complete homework • borrowing sister's/ brother's sweater without permission • failing to complete a household chore		

4. Encourage students to contribute situations to categorize.

5. Use questions to discuss the consequences that are most effective in guiding an individual to accept responsibility for his or her behaviour and thereby curtailing the inappropriate behaviour: e.g., Does the consequence have to be severe/painful/expensive in order to be effective?

6. Discuss behaviour and consequences relative to specific areas in the school and the workplace: e.g., habitual lateness, disorganization, inappropriate clothing.

STUDENT EVALUATION RECORD

Name: ____________________ Block: ______________ Teacher: ________________

Purpose: To record and monitor personal progress throughout the term.

ASSIGNMENTS AND HOMEWORK

Title/Topic	Date	Mark	Title/Topic	Date	Mark

ESSAYS AND PROJECTS

Title/Topic	Date	Mark	Title/Topic	Date	Mark

TESTS AND QUIZZES

Title/Topic	Date	Mark	Title/Topic	Date	Mark

CLASS PARTICIPATION

Participation in classroom activities is a very important part of language arts. Evaluate performance on several occasions throughout the term. Indicate the evaluator by placing one of the following in the appropriate box.

Evaluator	Performance
S = self-evaluation	M = mature
P = peer evaluation	A = adequate
T = teacher evaluation	N = needs attention

ESSAYS AND PROJECTS

STUDY SKILLS	Evaluator	Performance per Assignment								
		1	2	3	4	5	6	7	8	9
Maintains a well-organized set of notes.										
Completes assignments on time.										
Presents neat and well-organized assignments.										
Attempts to improve assignments that require revision.										
Arrives in class with required materials.										
PARTICIPATION SKILLS										
Volunteers answers to questions.										
Works well in groups.										
Uses class time efficiently.										
Participates in class discussion.										
Displays respect for self and others.										

Language arts requires student participation and one must attend in order to take part in classroom activities. Complete the calendar by placing the dates of days you were absent from school. On a separate sheet of paper, provide reasons for your absences.

September									February								
October									March								
November									April								
December									May								
January									June								

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